DOCUMENT RESUME

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ABSTRACT

These materials for the curriculum area of creating a living environment comprise one of six such packages that are part of the Ohio Vocational Consumer/Homemaking Curriculum Guide. The curriculum area or perennial problem taken up in this document is divided into three practical problems regarding: (1) a place to live; (2) managing a home environment; and (3) near and far living environment. These are further categorized into seven concerns: choice of residence, acquiring housing, energy, home maintenance, equipping and furnishing the home, sharing environments, and public housing. Each concern is divided into a number of concepts or modules. This package consists of 30 modules. Introductory materials include 12 case studies used in many of the modules. The format for each module is as follows: code, perennial problem, practical problem, concern/concept, homemaking skills (listing of various skills needed by the homemaker as related to the developed concepts), and a chart relating process skills (steps of practical reasoning), concepts further breakdown of the topic), and strategies (information and activities that facilitate the teaching/learning of the concepts). In some cases, specific resources are attached; otherwise, teachers may choose their own resources based upon availability and appropriateness to individual classrooms. (YLB)

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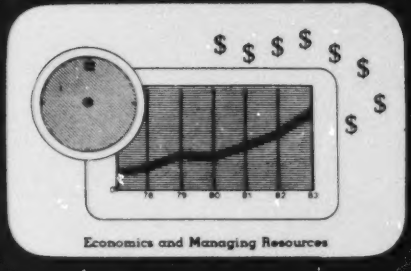
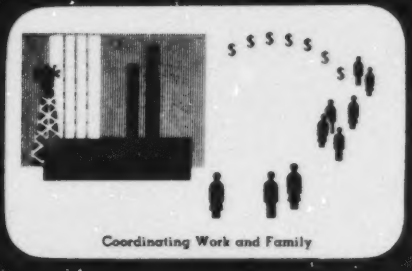
WHAT TO DO REGARDING CREATING A LIVING ENVIRONMENT

Creating a Living Environment

Personal and Family Textile Needs

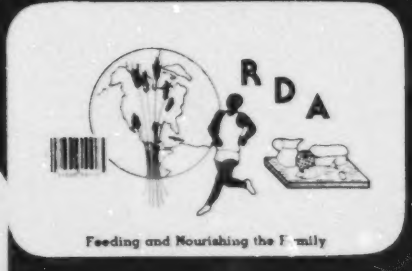


Economics and Managing Resources



Coordinating Work and Family

Nurturing Human Development



Feeding and Nourishing the Family

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Ohio Department of Education
Division of Vocational Education
Home Economics Section
65 South Front Street, Room 912
Columbus, Ohio 43215

INTRODUCTION

The perennial problem of Creating a Living Environment requires many decisions. What should I do regarding choice of residence? Acquiring housing? Energy? Home maintenance? Equipping and furnishing the home? Given limited resources, what alternatives are available? What is best to do? There are an increasing number of options available to persons seeking answers to these questions. Answers may be found by applying the practical reasoning process which requires knowledge and skills related to housing, home furnishings and equipment.

This perennial problem focuses on more than choices regarding housing. Concerns regarding shared environments are also addressed. Such problems as to how human interaction is affected in public areas, special needs housing, environmental pollution, crime control/ safety, public services and technological influences provide a comprehensive approach to examining our living environments.

A set of "Family Housing Simulations" is provided at the beginning of this section. They consist of twelve case studies, including floor plans, which are used in many of the modules.

Special appreciation is expressed to the Oregon Department of Education for use of a number of teaching strategies.

HOMEMAKING SKILLS

Homemaking skills which are essential for performance of the following homemaking tasks are developed in the modules in Creating a Living Environment.

Providing for Housing

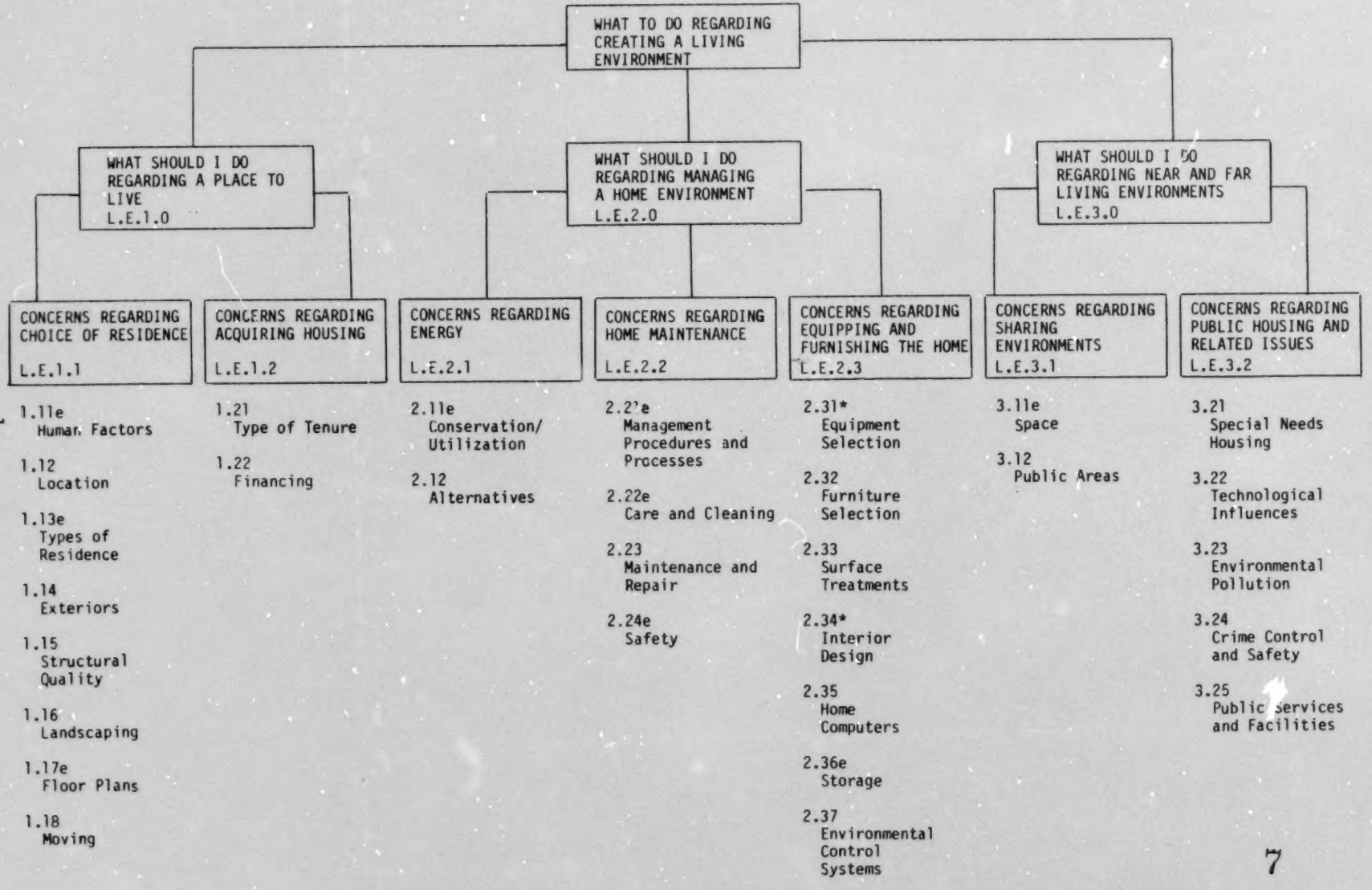
- Arrange furniture in a functional and attractive manner
- Coordinate colors and styles in home decorating
- Explore alternatives for acquiring home furnishings
- Make arrangements for moving family and household goods
- Make use of personal talents in home decorating
- Select furniture for the home
- Select housing

Cleaning and Maintaining Home

- Budget for home repair and maintenance costs
- Care for floors appropriately
- Care for furnishings
- Clean and disinfect the bathroom
- Clean and maintain appliances
- Discard unnecessary items to eliminate clutter
- Dispose of trash and garbage
- Examine for evidence of pests
- Implement ongoing preventative maintenance
- Keep things picked up
- Maintain safe walkways, driveways and patios
- Maintain water and sewer systems
- Make beds
- Organize storage space
- Perform simple carpentry
- Practice energy conservation in the home
- Recognize uses and limitations of tools and appliances
- Regulate lighting, ventilation, humidity and temperature
- Select household cleaning and maintenance equipment and supplies
- Share cleaning and maintenance responsibilities with family members
- Wash dishes and utensils
- Wash kitchen cabinet and counter surfaces

Providing and Maintaining Yard and Garden

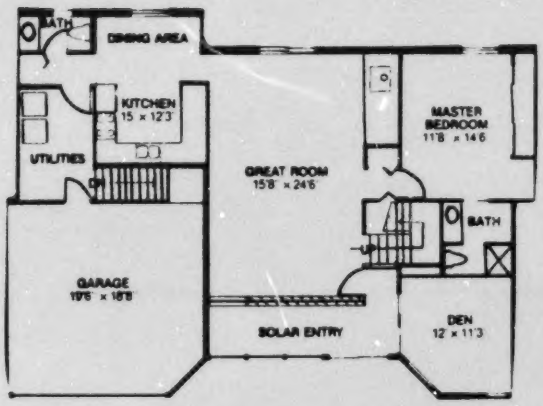
- Control weeds and insects in yard and garden
- Maintain safe and attractive landscape and garden
- Mow and trim lawn
- Practice safe operation of yard equipment
- Prepare soil for planting
- Purchase seeds, plants and supplies
- Water yard and garden


WHAT TO DO REGARDING CREATING A LIVING ENVIRONMENT
WHAT SHOULD I DO REGARDING A PLACE TO LIVE L.E.1.0
WHAT SHOULD I DO REGARDING MANAGING A HOME ENVIRONMENT L.E.2.0
WHAT SHOULD I DO REGARDING NEAR AND FAR LIVING ENVIRONMENTS L.E.3.0
CONCERNS REGARDING CHOICE OF RESIDENCE L.E.1.1
CONCERNS REGARDING ACQUIRING HOUSING L.E.1.2
CONCERNS REGARDING ENERGY L.E.2.1
CONCERNS REGARDING HOME MAINTENANCE L.E.2.2
CONCERNS REGARDING EQUIPPING AND FURNISHING THE HOME L.E.2.3
CONCERNS REGARDING SHARING ENVIRONMENTS L.E.3.1
CONCERNS REGARDING PUBLIC HOUSING AND RELATED ISSUES L.E.3.2
1.11e Human Factors
1.12 Location
1.13e Types of Residence
1.14 Exteriors
1.15 Structural Quality
1.16 Landscaping
1.17e Floor Plans
1.18 Moving
1.21 Type of Tenure
1.22 Financing
2.11e Conservation/ Utilization
2.12 Alternatives
2.21e Management Procedures and Processes
2.22e Care and Cleaning
2.23 Maintenance and Repair
2.24e Safety
2.31* Equipment Selection
2.32 Furniture Selection
2.33 Surface Treatments
2.34* Interior Design
2.35 Home Computers
2.36e Storage
2.37 Environmental Control Systems
3.11e Space
3.12 Public Areas
3.21 Special Needs Housing
3.22 Technological Influences
3.23 Environmental Pollution
3.24 Crime Control and Safety
3.25 Public Services and Facilities

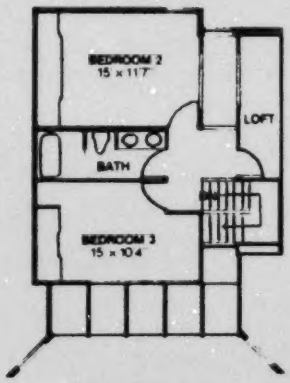
CASE STUDY I

Al and Mary Beacon have lived in a spacious home in Ohio for 35 years. They are very close to their three adult children and grandchildren who all live in the Midwest. Because of a serious asthma condition, Mary needs to move to another climate in the Southwest. They are trying to locate an economical type of shelter so they can maintain their independence and freedom. They need enough space to enjoy their hobbies such as needlework, photography, gourmet cooking and herb gardening. They also need some type of accommodations for their children when they come to visit. They are very concerned with safety as they will be far from family help. They desire a comfortable type of living and are very concerned with energy conservation.

NOTE: Teacher assign income.



FIRST FLOOR



SECOND FLOOR

CASE STUDY 2

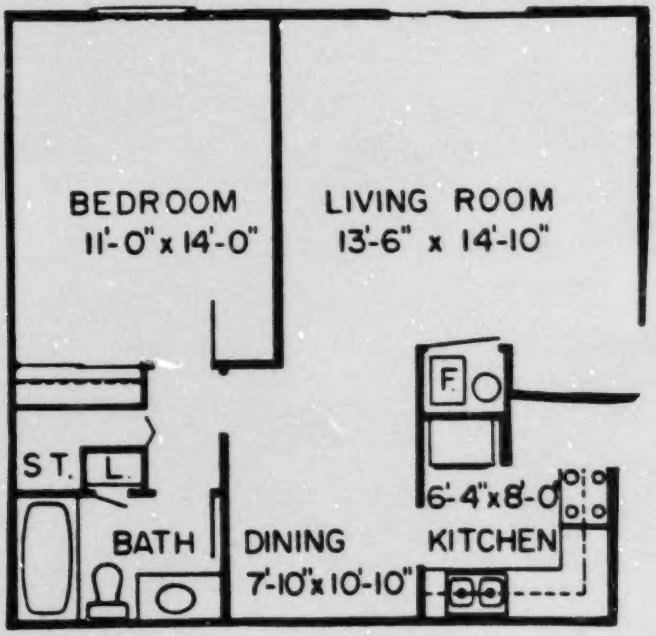
Mary Mahoney, age 18, and her nine-month-old son, Sammy, live in a one bedroom apartment. Mary left school her junior year to have Sammy which has made it very difficult for Mary to support her son. Mary did not marry the baby's father and her parents have been upset with her decision since Sammy's birth. Mary's parents are beginning to build a more friendly relationship with Mary and Sammy. Mary is not getting any aid from the father and is not sure she is eligible for any financial aid. Mary has found a part-time job waitressing in a nearby restaurant. She is able to work 30 hours a week and heavily depends on her tips for added income. Mary works from 5:00 a.m. until 11:00 a.m., five days a week.

Mary's apartment is small and in need of major repair, including safety precautions. Because she has no car she must buy her groceries at the neighborhood grocery and walk to work. She is often worried about her and Sammy's safety.

Mary is very creative and has used some of her hobbies to decorate the apartment. She has already designed several toys for Sammy which have been constructed out of household items. She really needs more time to construct her designs.

Although Mary enjoys her freedom and independence, she needs the security of several close friends.

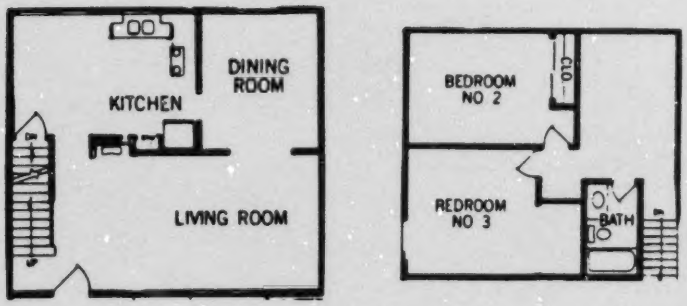
NOTE: Teacher assign income.



CASE STUDY 3

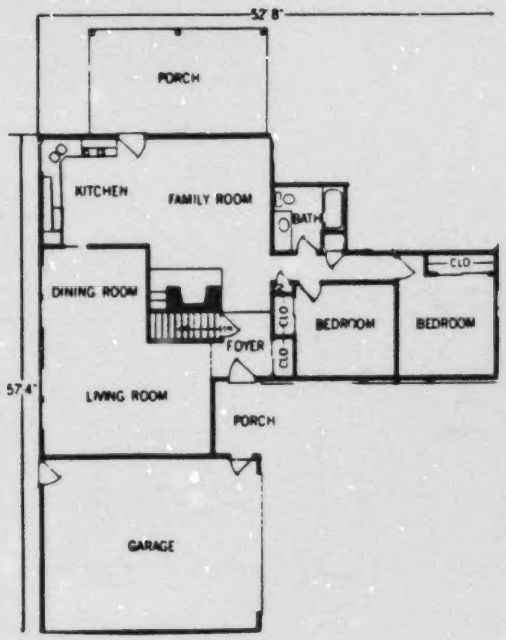
Sara has just bought an old, five room, one and one-half story house, which needs new wiring to meet the local housing codes. Two back windows are broken and one wooden window sash is broken. The small front stoop is sunken on one side and the sidewalk is cracked, broken and bulging in the center from the large nearby elm tree. When checking the upstairs room, Sara found a plastic sheet covered in a layer of water. The pilot light in the gas heater will not light and the real estate broker thought it might need replacing. There are two large holes in the living room dry wall and a burned spot in the dining room ceiling. The front door knob will not turn. A check of the bathroom reveals a stopped-up toilet and broken faucet. The half basement has six inches of water standing in one corner near the washing machine drainage.

- What structural problems does Sara have?
- Where can she go to get information, help and service?
- What alternatives does she have for resolving each problem?
- What should she do?



CASE STUDY 4

Mr. and Mrs. Hall have just recently bought a two bedroom condominium. The extra bedroom will be convenient for a study and sewing room and they won't have the expense of maintaining the four bedroom house they moved from. Not long after the Halls had settled in their condominium, their 23-year-old daughter, Sara, and her 2-year-old son, Andrew, were forced to move in because of a divorce. The Halls value their privacy and also enjoy entertaining.



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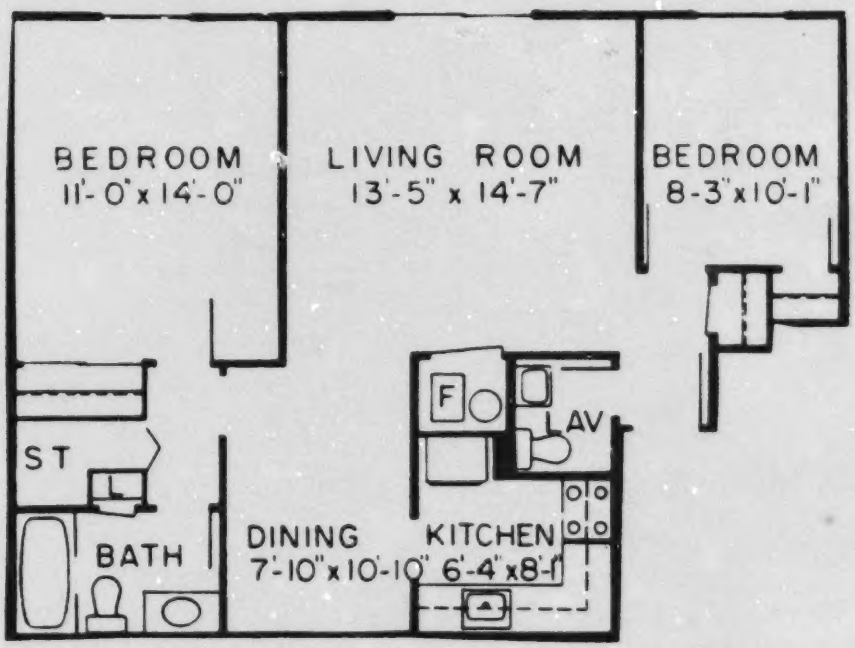
CASE STUDY 5

Brett and Becky Buckston are in their early 20's and have a one and one-half year old daughter, Yolanda. Becky and Brett own a home in a small community outside a larger town. Brett travels frequently as a result of his job with a farm machinery company. Becky works part-time at the local hospital. Brett and Becky share parenting responsibilities. Both are interested in early stimulation experiences for Yolanda and visit the library weekly for resources on parenting and their own enrichment in other areas. The Buckstons have a large garden and are interested in producing much of their own food products and investigating other ways in which they can utilize their skills and resources to a certain degree of self-sufficiency. The Buckstons enjoy attending auctions and take pride in their decorating and refinishing skills, although they have changed somewhat to remove hazardous knickknacks as Yolanda begins walking and investigating her environment.

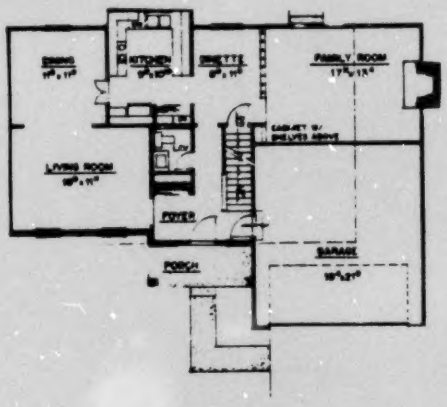
NOTE: Teacher assign income.



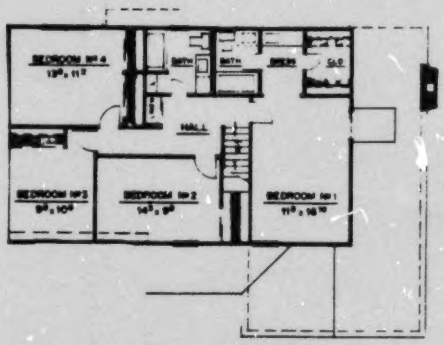
CASE STUDY 6

The Watsons, who are nearing 50, have two teenage children - Beth, 14, and Jim, 16. Recently Mrs. Watson's father had a stroke and moved in with them. Since the Watsons have a three bedroom home, the children have and need a room of their own. Both children enjoy spreading out their albums, tapes and model airplanes and spending private time with the ham radio. Mr. and Mrs. Watson have spent a great deal of time entertaining friends and co-workers in their home. The Watsons have always kept their home very neat and it is decorated as they desire. Mr. Watson functions best in an organized environment. He takes pride in,and loves working with, his various rose plants.

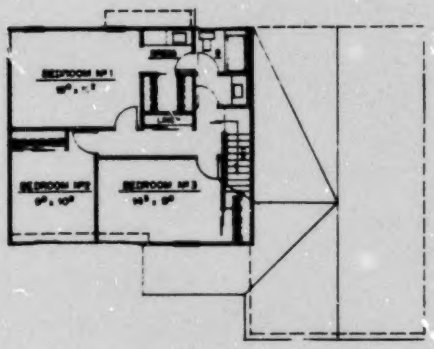
The grandfather needs a lot of care and often becomes disoriented. Mrs. Watson is unable to make a trip to the store if the grandfather is home alone. The Watsons find they have little time alone for leisure or just communication. Mr. Watson works outside the home and Mrs. Watson has a business that she has operated from her home. She now finds it difficult to maintain the work load. The children are active in school activities (choir, basketball, Student Council).



FIRST FLOOR PLAN
BASIC 3 AND 4 B R



SECOND FLOOR PLAN
BASIC 4 B R



SECOND FLOOR PLAN
ALTERNATE № 2 - 3 B R

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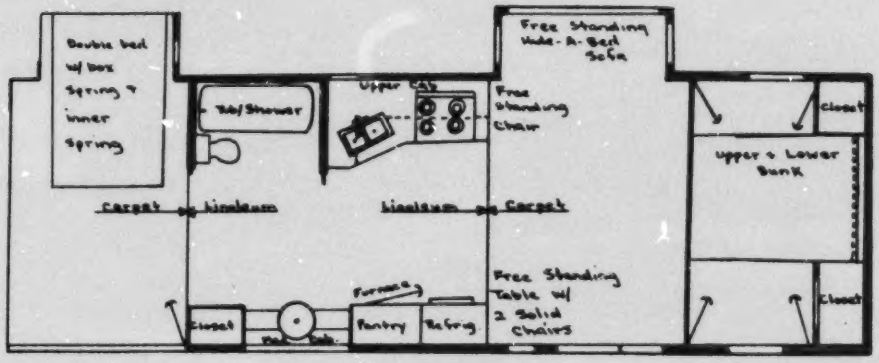
CASE STUDY 7

Steve's wife died last year. He now has full responsibility for his three children (ages 2, 4 and 8). Steve works outside the home and finds the responsibilities of both jobs overwhelming. He attempts to plan carefully so he can keep within the household budget. Convenience is important to Steve when it comes to food preparation as well as completion of household tasks. He is very concerned that the quality of his time with the children is a positive experience and that he is aware of and able to meet their needs. They make a weekly trip to the local library, as well as other community services. The two younger children are enrolled in a full day preschool program and the older child attends the local school.



MOBILE HOME

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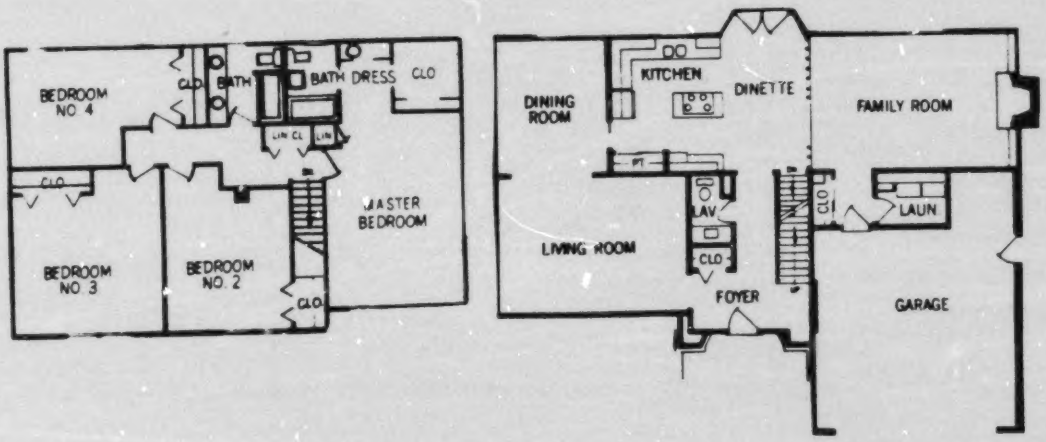
CASE STUDY 8

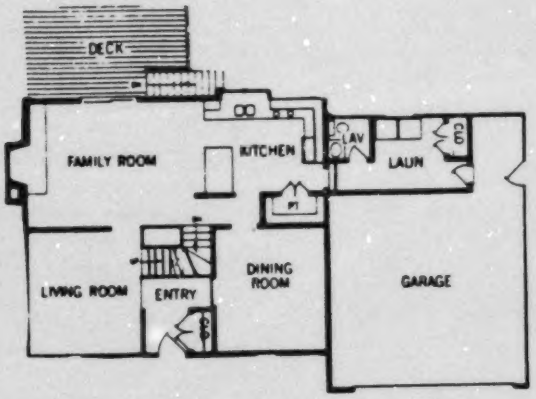
Amanda is staff in residence at a group home of the local Association for the Developmentally Disabled. The group (six members) lives in a large older home. The group members are women ranging in age from 21 to 54, all of which are educabley, mentally handicapped. Some of the residents work at the sheltered workshop during the week. Many residents have contact with their families who are involved in the Board of Director's planning committees. The residents all share their rooms with one other person. Much time is spent by Amanda and additional support personnel in assisting the residents in learning basic homemaking skills to help them in functioning as independently as possible. Residents are responsible for rotating the household tasks daily from planning, preparing and shopping for meals to household cleaning and maintenance. They recently started a garden in the back yard with many varieties of vegetables. The house is located in a quiet residential area with many trees. Some of the residents are just getting to know each other.

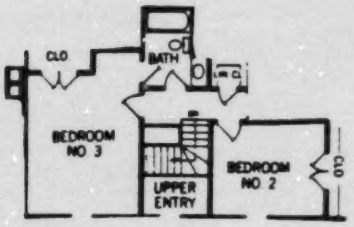


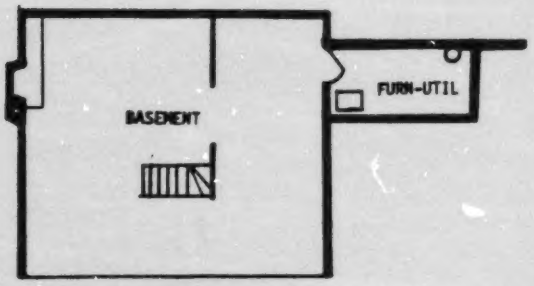
CASE STUDY 9

Darron and Louise, ages 35 and 34, are parents of a 10-year-old girl, Ann, and a 12-year-old boy, Joshua. Darron is a salesperson in a nearby appliance dealership and depends on commission for income. Louise is an active member of the Twig organization and enjoys being active in P.T.A. Louise is involved in various craft hobbies which require space and storage. She often invites her friends to work on craft projects at her house.

The children enjoy their privacy and need storage for sporting equipment and bicycles. The family would like more leisure time but always seems busy maintaining their house. The family needs to be thrifty, especially during the seasons when appliance sales are down.

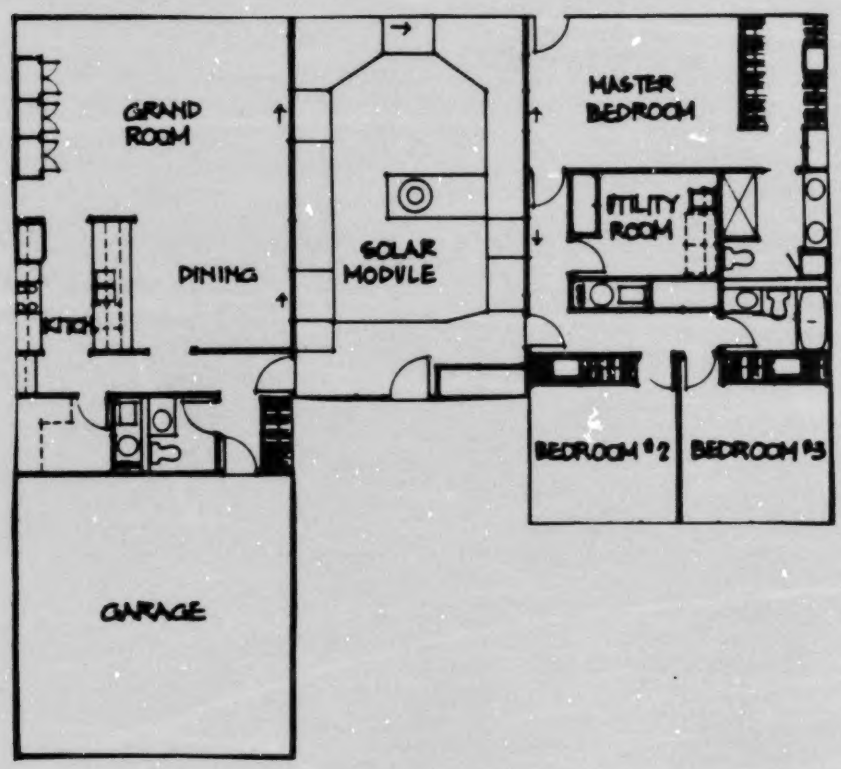






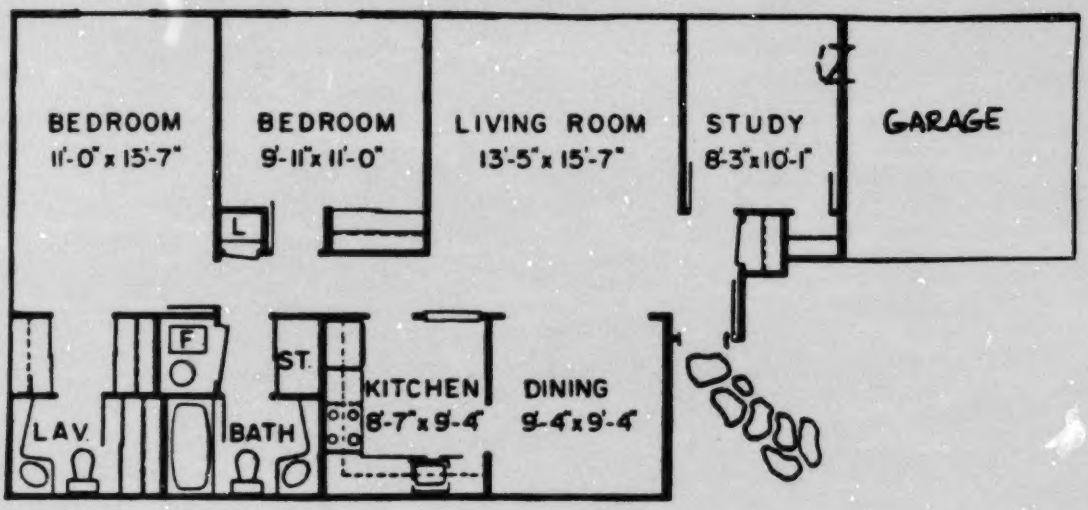
CASE STUDY 10

Stewart and Sandra Rabenstein are a young working couple. Stewart, age 32, is an executive with Ohio Bell and Sandra, age 29, is a sales consultant. They have a substantial income and savings account. Because they entertain frequently, they enjoy a spacious, prestigious environment. They have converted one bedroom to a study for reading and writing related to their jobs. They are interested in energy conservation. Their hobbies include tennis, golf and playing bridge. They also enjoy travel, boating and growing plants. They each require privacy and this house affords this value.



CASE STUDY 11

Tom Gambill and Bob George are very involved in their careers and want to invest some of their savings into a dwelling. Because of busy schedules which include extensive traveling, neither have time for much responsibility or maintenance related to the dwelling. They both desire a comfortable but prestigious environment. They enjoy privacy when they entertain their friends and family. They both try to share management procedures which is difficult because they are seldom home at the same time. Tom needs space to store his sailboat and fishing equipment and Bob needs storage for his many boxes of paperback books.

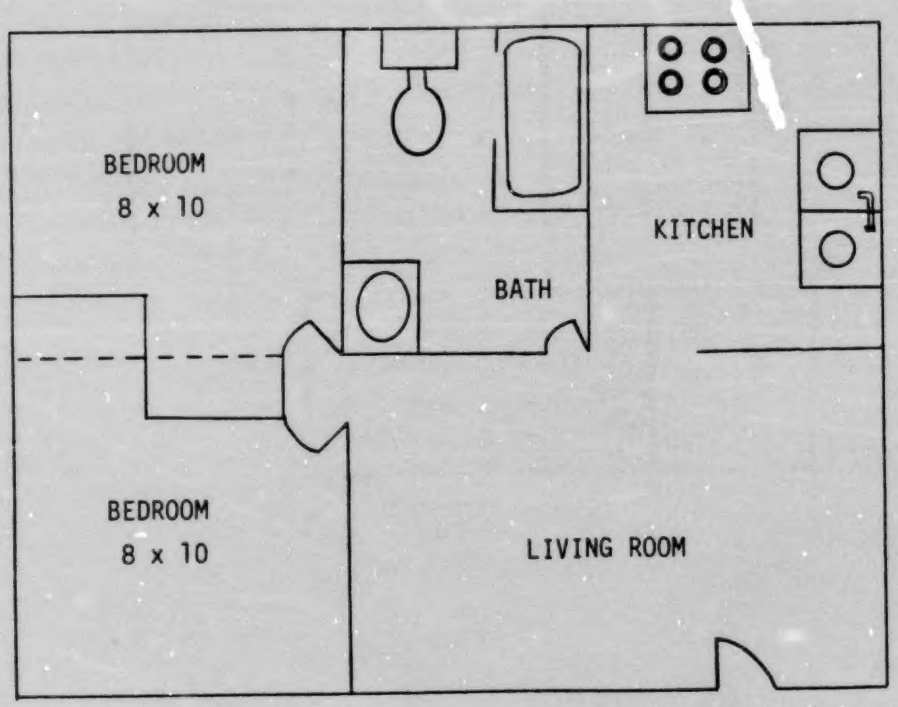


CASE STUDY 12

Joan Veld, age 35, lives in a large city with her four children. Her husband left her and does not send child support. Three of her children are under age six. She has few skills and does not work. She receives $407.00 a month from Aid to Dependent Children.

They live in a two bedroom apartment in a public housing development. Joan has to pay the utilities which have been increasing.

The children sleep on the floor. She needs furnishings, but does not have the resources.



PERENNIAL PROBLEM	What To Do Regarding Creating A Living Environment
PRACTICAL PROBLEM	What Should I Do Regarding A Place To Live?
CONCERN/CONCEPT	Choice of Residence/Human Factors

HOMEMAKING SKILLS

- Select housing
- Make arrangements for moving family and household goods

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Definition of home	Cover classroom door with sign - Introducing the _____ Families. Add a welcome mat. Working in "family" groups, construct a family front door using shelf paper and a mailbox which represents your family's working area. Would you consider your area a home? A house? A dwelling? Create definitions for the three above words and compare your definitions with those of the rest of the class. What are the differences between these terms? Write a short paragraph or sentence beginning with one of the following sentences: --My room makes me feel.... --My home gives me the feeling of .... --My neighborhood develops feelings of .... Make a list of songs that have the word house or home in the title. Describe the "image" of the home in each song. How does this compare to your definition or image of the word home? Design a collage of pictures representing your image of the word home. Display your collage for the rest of the class. Read Family Housing Simulations; select one family which your group will portray, and create a name for your family. Create a skit illustrating your family's housing

15.

PROBLEM

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Definition of home (continued)	situations and perform for the class. Identify problems or decisions which confront each family. Discuss the following questions. --Why should the members of these families be concerned about housing problems for themselves, families, society? --What would happen if any of these families ignored their problems or decisions? --What human factors will affect this family's decision? --How are the decisions which each family must make alike? Different from the others? --How are the human factors affecting the family like those of the other families? Different from the others? --Are any of these decisions similar to ones you or someone you know has to make?
16.	Human factors affecting housing decisions	
	-Self image	Complete the following questions. In small groups compare your answers and give reasons for each of your choices. Are they all the same? Why or why not? Do you think housing choice reflects how you feel about yourself? If so, how? Are you more like ... --An A-frame or a rancher? --A two-story or a split level? --A penthouse or a log cabin? --A mobile home or a mansion? --A solar home or a cabin? --An earth home or an A-frame? --A townhouse or a farm house? --A condominium or a ranch house? --A row house or a modular house? --An efficiency apartment or a studio apartment? Given a list of values associated with living environments (family, privacy, beauty, security), rank in order of personal preference. Share rankings in class and discuss how and why priorities differ among individuals.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	-Values, goals, standards	Using Family Housing Simulations, list values, goals and standards of your assigned family. In your small group, generate ways these values, goals and standards have, or will, influence this family's housing decisions. Share your family's situation with the class.
	-Family life cycle	After reviewing the stages of the family life cycle, predict ways these changes may influence a family's housing needs. In small groups, choose one stage of the life cycle and describe housing you feel would meet the needs of the family at that stage.
	-Needs and wants	In small groups, select a need (food, rest, social interaction, recreation, quiet) and brainstorm the ways in which housing meets needs. Share your group's findings by designing a poster to illustrate how housing meets your needs.
		Imagine you have just graduated from high school. Describe the place where you would want to live by drawing a picture of the inside and outside of the dwelling. How do our wants affect our choice of dwelling?
		Select a housing ad from the newspaper. From the information given, write a description of the individuals who might buy or rent the home, describing their values, lifestyle, resources and stage in the family life cycle. Discuss similarities and differences in a group discussion.
PR		Using the practical reasoning process, resolve the problem faced by your family group in the Family Housing Simulations. When you have reached a decision, share your reasoning with the class.

17.

PERENNIAL PROBLEM	What To Do Regarding Creating A Living Environment
PRACTICAL PROBLEM	What Should I Do Regarding A Place To Live?
CONCERN/CONCEPT	Choice of Residence/Location

HOMEMAKING SKILLS

- Evaluate region, community and neighborhood as a potential home
- Locate reputable resources for housing information

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Use a United States or world map as background for bulletin board, with the question, "Where should we live?" as a caption. On bright blue or green squares mount and label the following: a map of a region of the United States -- "Which region?", a map or aerial view of a community/farm area/city -- "Which community?" and a map or picture of a neighborhood -- "Which neighborhood?". What kind of factors affect our choices about where to live? What questions should you ask when making a decision about housing location? What resources might you use to help you find answers to these questions?
	Factors affecting housing location -Regional factors	Using community and classroom resources, develop a checklist of factors affecting housing location (proximity to family or friends, employment, climate, cost of living and transportation). Prioritize these listed factors and identify values, goals and situational factors which determine your priorities. Share with the class. Invite a panel of family members new to your region to discuss factors they considered when moving to a new region of the country. Summarize the discussion by answering the following questions. --Which factors were most important to them? Least? --What do they enjoy most about their new region? --What were the disadvantages of moving to this region?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Community factors	Using resources, identify types of communities available when selecting a housing location (rural, industrial, commercial, suburban). For each of these alternative types of communities, identify positive and negative consequences of selecting that type. Invite a panel of resource people such as local or state housing authority, a local or state member of the planning commission, or a real estate agent to discuss factors to consider when selecting a community in which to live (size, density, cost of living, population composition, community facilities). Summarize the discussion by making a checklist of these factors. In small groups, discuss which factors affecting the choice of community in which to live are most important to you. Do you think the importance of these factors will change as your lifestyle and family stage changes? If so, how do you see the importance of these factors changing? Using the checklist from above, analyze your own community. What are the advantages of living in your community? The disadvantages?
	Neighborhood factors	Interview residents in your neighborhood using the following questions. --What is the best feature of your neighborhood? --What do you dislike about your neighborhood? --Do you like the schools your children attend? Why or why not? --Are there recreational facilities in your neighborhood? --Is the location of the recreational facility convenient? --Are the neighbors friendly? --How long have you lived in your home or apartment? --Do you own or rent? --How many people live in your home? --Is the crime in your area a problem? Compare your findings with those of the rest of the class. How are your findings alike? Different? Develop a checklist of factors to consider when selecting a neighborhood in which to live (type of zoning, location in community, recreation facilities, density).

20.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Neighborhood factors (continued)	Using resources, define zoning and declaration of restrictions. What are the effects on neighborhoods? Secure a zoning map and examples of declaration of restrictions for your community. Display the map on a bulletin board using pins to indicate where you live on the map. How do your area zoning laws affect the neighborhood in which you live? Are zoning laws important to you? To a builder? To a renter? Why or why not? Ask a local realtor to take your class on a tour of your community to show you different types of neighborhoods. Using your checklist of factors to consider when evaluating a neighborhood, evaluate each type available. To summarize the trip, make a chart showing advantages and disadvantages of each type of neighborhood.
	Source of information concerning housing location	Using resources, research sources of information concerning housing location (government agencies, Chamber of Commerce, realtors, extension agents, moving companies, employment agencies). In small groups, select factors to consider when selecting a housing location (regional, community or neighborhood). Which sources of information would be helpful on each of the factors? Make a poster to share with the class illustrating your findings.
	Methods of obtaining location information -Telephone -Inquiry letters	Using a telephone directory, obtain telephone numbers for sources of housing location information. In small groups, generate questions which could be used in telephone conversations to acquire housing location information. Role play telephone inquiries and practice asking the questions. Examine samples of inquiry letters concerning housing location information. Identify characteristics of a good letter of inquiry. Practice writing a letter based on what you have learned. IEE -- Choose another region of the United States in which you would like to live. Prepare a list of questions which would help you in making a decision to relocate. Write or call sources to find answers to your questions. Make a travel brochure illustrating advantages and disadvantages of that region.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Site factors to evaluate	Ask builders association or realtor to share slides or pictures of different sites. Compare sites and their relative costs, advantages and disadvantages for different values. (Energy conservation, maintenance, privacy, beauty, safety, health.) Ask builder or realtor to help class develop a list of questions to ask neighbors and others of clues to observe in order to select the best community, neighborhood and site. Discuss the characteristics of a site that would be best for different simulation families considering their values and situational factors. Justify the decisions. Consider: Location in neighborhood; orientation to environment. Orientation to environment --Sun --Erosion --View --Prevailing wind --Pollution Physical characteristics --Size --Shape --Land contours --Soil characteristics Legal Restrictions Site zones --Public --Service --Private
	Reflection	Using the Family Housing Simulations, list regional, community and neighborhood factors that would be most important to that family. How do you think these factors will influence the family in making a housing location decision?

22.

PERENNIAL PROBLEM	What To Do Regarding Creating A Living Environment
PRACTICAL PROBLEM	What Should I Do Regarding A Place To Live?
CONCERN/CONCEPT	Choice of Residence/Types of Residence

HOMEMAKING SKILLS

- Select living quarters to meet needs
- Select age and style of housing

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Select examples of "cartoon" character homes or homes of current television families. Design a bulletin board illustrating these homes. Discuss how the type of dwelling reflects the family. Which factors were most important in the choice of housing?
	Factors affecting type of dwelling choice	Using resources, research the factors affecting a family's decision concerning type of dwelling. --Money available for housing --Length of residence --Lifestyle --Life stage of family --Size of family
		In small groups brainstorm kinds of information the family would need before making a decision about the type of dwelling. Share information with class.
	Visual effect	Look at a picture series of living environments (urban industrial development, urban housing, suburban housing, country living, room interiors). After studying each picture for a few minutes, jot down what you remember about the appearance and the feeling each produced. Look at the pictures again and summarize the characteristics responsible for the particular feelings you had. Share perceptions in class.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Lifestyle	List the major components of your lifestyle (family-size, function; health-energy level, eating, resting, personal habits, general condition; recreation-sports, hobbies, social activities; personal patterns-friends, use of free time, values; finances-income, spending, saving; occupations-school, job). Relate these components to your choice of housing.
	Types of residence	Collect pictures from magazines of types of dwellings. Categorize and mount on bulletin board. In small groups, choose or assign one category of dwellings (rental, condominium, individual ownership, cooperative). Investigate forms which this type of dwelling may take (multi or single family, high rise, modular, mobile) and advantages and disadvantages of this type. Organize findings in chart form for class presentation.
24.	Life cycle	Identify alternatives for housing at each stage of the life cycle (mobile home, townhouse, apartment, nursing home, individual house) and furnishing alternative (buying new, renting, renovating) for each family group studied. Interview your parents or grandparents regarding their past, present and future housing choices. Identify factors which influenced their selections. Compile a list of factors based on the interviews and share in a class discussion.
	Sources of information	Locate sources of information regarding types of dwellings (realtors, mobile home - condominium trade associations, apartment owners' association.) Obtain current literature from each. Evaluate as a source of information. Interview parents, neighbors and friends to determine services and sources of information they have used in making housing choices. Compile information to present in a class symposium.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Cultural factors	Study the housing of a particular culture in terms of style, materials used, location and and usage, taking into consideration family and community life patterns, ethnic origins and religious practices. Share findings in class. Invite several persons with different cultural backgrounds to discuss how their traditions are reflected in housing and furnishing decisions. Visit a community dominated by one particular cultural group (Russian or Italian community, Indian reservation). Identify the ways in which structure, style and choices in housing have been influenced by cultural factors in this community. Summarize what you learned and compare with information gained through study. Debate the importance of television as a cultural factor that shapes one's ideas about housing. Discuss the promotion of cultural values through television of such housing patterns as single-family vs. multiple-family housing and traditionally-styled vs. contemporary-styled furnishings. Discuss the effect on people's choice of housing. Research advantages and disadvantages of buying an older home. Interview individuals who are buying or have bought older homes. Discuss remodeling projects undertaken, satisfaction, problems and factors that should be considered before buying an older home. Develop guidelines for choosing an older home based on what you learned. Plan a field trip to historic homes in your area. Compare with contemporary designs Describe similarities and differences. Give reasons for change.
	Reflection	Develop a checklist of factors to consider when selecting and buying a home, mobile home and condominium; selling a home, mobile home and condominium; renting a home or apartment. Include such factors as inside construction, outside construction, living space and yard. Divide into family situation groups using Family Housing Simulations. List alternative types of dwellings available to the family. Make a chart listing alternatives and consequences of each alternative.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Reflection (continued)	Make a decision for your family based on the information on your chart. Evaluate your decision by answering the following questions. --How does your decision affect the individual in the family? The community? --Do you feel you made a good choice? Why or why not? --Would you want to live in the home you selected? Why or why not? IEE -- Prepare a brochure to give to others about how to choose a type of dwelling. FHA/HERO -- Organize a tour of homes in your area reflecting various types of dwellings.

PERENNIAL PROBLEM — What To Do Regarding Creating A Living Environment

PRACTICAL PROBLEM — What Should I Do Regarding A Place To Live?

CONCERN/CONCEPT — Choice Of Residence/Exteriors

HOMEMAKING SKILLS

- Identify exterior architectural styles
- Evaluate factors influencing choice of exteriors

PROCESS SKILLS	CONCEPTS	STRATEGIES
		View pictures of housing exteriors on opaque projector. Include mobile home, small ranch, large two story, colonial, contemporary, high-rise apartment, farm house. --What kind of family do you think lives here? --Why do you think this type of family lives here? --What do you think are some of the family values? Standards?
	Function	How might the following factors affect choices regarding exteriors? --Conservation of energy (orientation) --Utilization of land --Maintenance requirements (painting, sanding) --Means of self-expression --Provides privacy
	Visual appeal	Refer again to pictures from above. How does exterior design influence beauty? Which homes appeal to you? Identify values underlying your choices. Take a field trip through the community to identify aesthetically pleasing or unpleasing structures. List features which specifically make the structures more attractive, noting characteristics which retain the quality of the natural environment. (Contrast "visual noise" with "planned beauty.")

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Factors influencing choice of exteriors	Identify factors which would influence families' choices of exteriors. --Stage in family lifecycle --Interests and activities of family members --Cultural background --Available resources --Region of country --Economic resources --Personal taste --Availability --Environmental factors --Special requirements (handicapped) Discuss ways in which each factor may affect exterior decisions.
	Architectural styles	Using resources research the types of architectural designs. Design a bulletin board illustrating each type with pictures. Identify the design features within each style and materials used. In small groups research exterior building materials. Report to class on advantages, disadvantages and applications of each type of exterior material. Invite an architect, builder or realtor to speak about exterior design and styles of houses. --What styles are used in your community? --How does design affect cost? --What are advantages and disadvantages of each type? --What factors are considered in selecting exterior materials? Collect pictures from magazines of different styles of houses. As a class choose ten different styles. Individually rank in order of your preference. Justify your first choice. Could you live with your second choice? Why or why not?

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR	Reflection	Select an exterior house design for a family from Family Housing Simulations. --Is the selection of style compatible with the family's values, needs and resources? --What building materials would be appropriate for your family? --How would your choice affect the community? Write a short paper outlining what factors will influence how you choose an exterior design. What are your likes and dislikes? How might preferences change? How will available resources affect your choice? IEE -- Research an architectural design. Prepare pictorial report to share with class.

29.

PERENNIAL PROBLEM — What To Do Regarding Creating A Living Environment

PRACTICAL PROBLEM — What Should I Do Regarding A Place To Live?

CONCERN/CONCEPT — Choice of Residence/Structural Quality

HOMEMAKING SKILLS

- Evaluate housing construction
- Evaluate maintenance and repair needs
- Evaluate safety factors
- Locate reputable, reliable housing resources

PROCESS SKILLS	CONCEPTS	STRATEGIES
31. PROBLEM		Read Case Study 3 from Family Housing Simulations. List the problems in the case study.
	Alternatives --Repair --Replace --Remodel	In small groups use resources to investigate the alternatives for rejuvenating the house, including alternative materials, procedures and future maintenance requirements. Make a list of questions that need to be considered regarding: --Wiring --Plumbing --Windows and doors --Heating and ventilation (fireplaces, heaters, stoves, central heating) --Walls and ceilings --Wet basements and exterior drainage --Foundations, sidewalks --Roofing
	Resources	Collect and read resources from building supply stores, library and cooperative extension service to determine important questions to ask building contractors or building supply resource people. Summarize findings in chart form and share with rest of class. Invite or interview representative of Better Business Bureau to discuss reliable and unreliable sources of remodeling contractors. Add to the list of questions to ask building contractors or suppliers.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Effects of technology	Invite a home builder or a cabinetmaker to discuss the effects that technological advances and environmental changes have had on the quality of home construction and building materials. Discuss possible future effects of technology. Visit a mobile home or modular home factory. Discuss how technological advances have affected craftsmanship and the use of building materials and how these changes have influenced the nature and quality of living environments. Debate the possible effects on home owners.
	Characteristics of structural qualities	Compare slides or pictures of housing representing different housing conditions/structural quality of old and new houses and apartments in the following areas: --Exterior conditions (materials, preservation, landscaping) --Lighting and wiring --Plumbing (kitchen, bathroom and laundry) --Stairways, steps, elevators --Roofing --Walls, ceilings --Doors and locks --Windows --Heating, ventilation systems --Floors Through discussion, identify the characteristics of high, standard, sub-standard structural quality of the houses in the slides. Create a chart during the discussion.

Variations of Structural Quality of Housing

	High Quality	Standard Quality	Sub-standard Quality
Characteristics			
Consequences of in such homes			

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Characteristics of structural qualities (continued)	Discuss the values these homes would meet and those which these would not meet. What situational factors affect the structural quality of these homes? Discuss alternatives to improve structural quality and the consequences of each alternative. Decide what would be best to do if Sara in Case Study 3 has each of the following combinations of values and situational factors. --Economy, safety, little money, time, skills or motivation to develop skills. --Aesthetics, beauty, neatness, adequate money resources, few repair skills, little motivation to improve house herself. --Economy, creating things herself, neatness, little money, lots of time, few skills, motivation to learn and develop skills. Discuss consequences of the alternatives which Sara might use to improve the structural quality of her house. Which could be justified for the well-being of self, family and society? What if everyone made those choices?
 33. 	Housing code requirements	Contact city council or county commissioner for state and local housing codes. Create a bulletin board -- DECENT HOUSING...WHAT'S THE LAW? As a class, develop a list of questions to ask a local housing authority representative, realtor, or representative of NUD, who is concerned with housing quality. Use the fishbowl technique to ask questions regarding: --Characteristics of standard housing --Minimum code requirements --How code is enforced --Ways to improve structural quality of housing --Ways individual and community can contribute to structural quality of housing --Structural quality variations --Factors affecting structural quality of housing (material, procedures).

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Factors to evaluate regarding structural quality	Create a checklist to use to evaluate the structural quality of houses and apartments. Pretend the class is planning to rent an apartment and buy a home. Visit apartment and house. Use the checklist to evaluate. List the items which should be discussed with the landlord. List the items which would have to be improved to bring the house up to standard housing code requirements. Role play -- Informing future landlord you have found stopped up toilet, frayed wires in electrical/living room wall and cuts on kitchen counter of apartment you plan to rent. Discuss and reenact: --Alternative ways of telling landlord, consequences of alternatives. --Consequences of not telling landlord of findings. --Consequences of not putting findings in writing, ways to record apartment damage. --Values of landlord, renters, possible values conflicts, ways to resolve. Role play -- Ways to negotiate disagreement with landlord regarding a list of deductions from your security deposit. Imagine the landlord deducted costs for damage which was in the apartment when you moved in. (Hole in living room wall, cuts on kitchen counter.) Discuss and reenact: --Alternative ways to negotiate. --Ways to sue in small claims court. --Ways to provide evidence and extent of damage which existed. --Values of landlord, renter; importance of knowing values as you negotiate. FHA/HERO -- Investigate community programs, projects and agencies concerned with improving housing and neighborhood living conditions in your community. Discuss ways to contribute to the quality of housing in the community. Investigate ways which might work with the national project, ACTION (American Council To Improve Our Neighborhoods). Participate in community project or pursue one which class decides to pursue through IMPACT process and practical reasoning.

PERENNIAL PROBLEM	What To Do Regarding Creating A Living Environment
PRACTICAL PROBLEM	What Should I Do Regarding A Place To Live?
CONCERN/CONCEPT	Choice Of Residence/Landscaping

HOMEMAKING SKILLS

- Plan landscaping and outside areas

PROCESS SKILLS	CONCEPTS	STRATEGIES
35.		Design a bulletin board reflecting houses and community areas, with and without landscaping. Why should we be concerned about landscaping? What difference does it make to me? My family? The community?
	Landscaping functions	Select pictures of houses, apartments, condominiums, mobile homes. Identify landscaping features. Analyze the function of landscaping in each picture. Do any pictures illustrate more than one function? Which function do you see as the most important? Justify. From what you have learned, make a list of the function of landscaping. (Garden, profit, sun/shade, protection from wind, gain knowledge, express creativity, hobby, relaxation, physical therapy, privacy, aesthetics, outdoor living.)
	Fit with environment	Using a variety of pictures showing structures in their surroundings, rate each as to the degree of fit with the natural environment. Discuss reasons for your ratings. Take a field trip through your community and evaluate the structures you see as to how well they fit in with the natural environment. If possible, collect photos as you go. In class, make suggestions for improving the structures or give reasons other structures fit well.
	Landscape materials	Study one type of ground cover used in landscaping (trees, shrubs, plants, sand, rocks, wood). Report your findings in class. Invite a speaker from a local nursery or

PROCESS SKILLS	CONCEPTS	STRATEGIES
		landscaping firm to discuss the various materials available for designing landscapes, their uses, cost and upkeep requirements. Find out about factors which need to be considered in overall planning and summarize what you learned. (Size of plant, climate, soil condition, maintenance requirements.) Investigate ways to incorporate food-bearing or edible plants within existing home landscapes to provide additional function and beauty. Report your findings in class. List different types of fences and the advantages and disadvantages of each. Discuss various problems fences have solved and created in relation to others in the near environment.
36.	Factors affecting landscaping decisions	Read the following vignettes and identify the factors which will influence the landscaping decisions. Brainstorm other factors not represented here. --Bill lives in high rise apartment with patio. --Mary is a single parent with three children, a small yard and little money for landscaping. --John and Sue live on a farm. --Ann and Alan live in suburb. --Barbara is retired, has arthritis and a large yard.
PR	Reflection	In groups select a picture of a landscaping design appropriate for selected Family Housing Simulations. Justify choice by identifying values that affected choice. Share with class. FHA/HERO --Contribute to the landscaping of a local public building (courthouse, school, church). IEE -- Select a vignette from above, create a case study and design a landscape to meet the needs of the family involved. IEE -- Design a landscape which meets the needs of your family. IEE -- Keep a journal describing your responsibilities for maintaining the landscaping for your dwelling.

PERENNIAL PROBLEM	What To Do Regarding Creating A Home Environment
PRACTICAL PROBLEM	What Should I Do Regarding A Place To Live?
CONCERN/CONCEPT	Choice of Residence/Floor Plans

HOMEMAKING SKILLS

- Consider floor plan when selecting home

PROCESS SKILLS	CONCEPTS	STRATEGIES
37. PROBLEM		Begin class with question -- What should we do regarding floor plan decision in a home? Select a member of your Family Housing Simulation group. He/she becomes a realtor. All realtors meet with the teacher to discuss what to do when they meet with their families. The rest of the group discusses family needs, values and determines what they want in a floor plan. The realtor searches through teacher's floor plan folderand finds five or six floor plans he/she feels would be appropriate for the family. The family then visits the realtor and discusses the above. The realtor presents the floor plans and tries to match a plan to the family members. The realtor may present two or three plans from which the family may choose.
	Factors affecting floor plan choice	Discuss choices made by each family group in relation to the needs and values of the family and the floor plan chosen. Identify factors in evaluating a floor plan (traffic, pattern, storage, furniture arrangement, convenient work areas, energy efficiency). What are the needs of each family member? List on the board.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Factors affecting floor plan choice (Continued)	What problems did you encounter in looking at the floor plan? (Not understanding symbols, own values cause you to reject a floor plan and you overlook all other points.) What values affected the family members as they looked at a floor plan for the family? (Privacy, place to entertain, place to work or do hobbies, convenience location of windows and doors, type of insulation in relation to energy, better use of area, sharing space with others.) Will your family needs and values change in relation to the floor plans? What outside factors affect your decision about a floor plan? (Money, house you can afford is limited to a particular plan, parents wanting you to obtain a "certain" type of home.) What information is needed before you can select a suitable floor plan? (What are activity areas? What do symbols mean? Which room should be by other rooms? How many closets are necessary? Where do traffic lanes flow in a house?) Ask for class response. Give each group an area to research. Each group will present the research on above questions. Discuss if necessary.
	Symbols	Locate a list of architectural symbols and abbreviations on a completed floor plan. Discuss the importance of symbols and abbreviations to the architect, builder, building inspector and buyer.
	Evaluating floor plan	Develop a checklist of factors to consider when evaluating a floor plan (traffic patterns, convenience, privacy). View several different floor plan diagrams. Discuss the major strengths and limitations of each in terms of the checklist factors. Suggest changes that would make the plans more functional. Discuss the possible psychological effects of space in the following situations. --Large bedroom for one small child --Bedroom-living room area --Small bedroom shared by four children --Laundry room-kitchen area --Breakfast bar used for family dining area Formulate guidelines for use in planning space in these areas.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Life cycle	Review floor plans in magazines, texts or other books. Locate and draw one plan which would meet the present needs of a newlywed couple, but which could also be adapted later to meet the needs of an expanding family. Show changes on the drawing that could be made to meet additional space needs. Discuss changes in housing needs in the later years and indicate adaptions that could be made in the plan during the "empty nest" stage of the family life cycle.
		Given situations describing individuals faced with the need to alter their existing interior living environments, make changes in floor plans to meet their needs (an extra bedroom needs to be converted into a den or family room, a basement area needs to be changed due to poor lighting and ventilation, office space needs to be provided though no extra room is available, a living space for a grandparent needs to be arranged in a home with limited sleeping space). Share your plans in class.
	Reflection	In small groups (may regroup differently), choose a new family situation and three floor plans from Family Housing Simulations. Discuss alternatives family would have in relation to floor plan choice.
		List alternatives on sheets. List pros and cons for each floor plan and family members' needs. List all possible consequences. (Use newsprint and markers.) Alternatives Pros/Cons Consequences
		Make a decision for the family. Choose a spokesperson to present the chosen plans and reasons why they were chosen. Use the lists made by the groups. Make a transparency of the plan and present to the class.
		In looking at chosen plans, did each of you consider the individual? The family as a whole group? Discuss energy conservation in relation to society. Do Universal Consequence Test.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		What if everyone chose a home floor plan and considered energy plan itself? What if everyone had a small family but chose a large home?
	Career opportunities	Discuss career opportunities of realtor, home economist and interior designer.
		IEE -- Evaluate own floor plan at home in relation to own family members' needs. List positive and negative aspects of room relationships, traffic patterns, arrangement of permanent fixtures, built-ins and placement of electrical outlets. Suggest ways the structure could be modified to improve convenience, privacy and livability.
		Ask parents, brothers, sisters, anyone in the home, to suggest changes that might help the floor plan fit the family needs better. Make plan for altering floor plan if changes are needed.

PERENNIAL PROBLEM	What To Do Regarding Creating A Living Environment
PRACTICAL PROBLEM	What Should I Do Regarding A Place To Live?
CONCERN/CONCEPT	Choice of Residence/Moving

HOMEMAKING SKILLS

- Make arrangements for moving family and household goods
- Organize and use resources

PROCESS SKILLS	CONCEPTS	STRATEGIES
41. PROBLEM	Psychological aspects of relocation	Role play the following situations: --The only job for a single high school or college graduate is in another part of the country. --A spouse loses job and comes home and announces there is no way to continue paying the present rent. --An eight year old child has an accident and loses eyesight and the school suggests attendance at the State School for the Blind. --John receives word he has been accepted to enter college. --Betty is entering her junior year at high school and needs to get a job. The only place she can find one is across town near her grandparents. --Mother's employer announces the company where she works is moving to another state and her continuation with the company is assured if she can move. --Grandfather can no longer be cared for at home following a stroke.
	Concerns due to proposed need to relocate	In groups, analyze feelings portrayed in the role play. Consider: --What might be the reactions of the family members or the principle characters? --What threatening feelings might emerge? --What would constitute a helpful, supportive atmosphere from family or peers? --What changes would be needed?

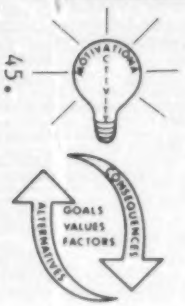
PROCESS SKILLS	CONCEPTS	STRATEGIES
		Identify alternatives and consequences for the role play situations.
	Resources	Invite a representative from Welcome Wagon to class to discuss services available to relocated families. What adjustments and problems occur?
		Role play how to help prepare emotionally concerned individuals. Do simulations of what to expect (preparing for/arriving at summer camp or planning for/moving to another state).
		Secure relocation packets from the Chamber of Commerce, post office or personnel department of businesses.
		Identify alternative psychological support in the community (individuals who have made similar moves, friends, child care or pet care resources).
	Moving tasks	Working in groups, list tasks that must be accomplished to carry out the move. (Contact moving companies for speakers and printed resources).
	Moving methods	Using resources, identify methods for moving your furniture and belongings over a long distance. What are the consequences of each of these methods? What factors affect the selection of moving methods?
		Brainstorm ways to move and discuss consequences of each. (Self-haul, professional mover, station wagon, sell everything and buy new, others.)
		Discuss when a professional mover should be hired. Why would this be desirable?
		Invite a representative from a moving company to talk about company rules, obligations they assume, how charges are determined and when they must be paid.
		Select a location 500 miles away. Calculate cost and disadvantages of moving. What seems best? Justify.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Moving tasks	Arrange for a panel to come to the class to discuss hidden costs (phone fee, damage deposit, cable hook-ups, water-sewer, turn on/off utilities), items such as change of address, transfer of pets and plants.
	Buying/selling a home	Study steps involved in buying and selling a home. Interview individuals who have recently sold or purchased homes without the aid of a realtor. Find out about the advantages and disadvantages and type of services and sources of information that are available to the buyer/seller. Before summarizing in class, invite a real estate agent to discuss services offered by a real estate firm when purchasing or selling a home and the advantages/disadvantages of going through an agency. Compare differences between the two methods of buying and selling a home.
43.	Needed repairs or changes in new or present location	Brainstorm some common home repairs that might be made by oneself initially when moving in, or at a later time. View film on repairs you can make to save the cost of paying a repair person.
		Debate -- It is important to leave the present location clean and in good condition? Following the debate, analyze values or factors that would cause individuals to make the comments they did. Also, reach a decision regarding what is best for all involved.
		IEE -- Develop a "To Do" checklist that would signal a satisfying move. Help someone move. Label boxes as to content and room where they will be delivered to be unpacked.

PERENNIAL PROBLEM	What To Do Regarding Creating A Living Environment
PRACTICAL PROBLEM	What Should I Do Regarding A Place To Live?
CONCERN/CONCEPT	Acquiring Housing/Type of Tenure

HOMEMAKING SKILLS

- Determine whether to rent, buy, build
- Gather information regarding leases, rental agreement and contracts

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Hang up five sheets of newsprint around the room. Label 1) House 2) Apartment 3) Condominium, 4) Co-operative. Search the want ads and cut out dwellings you think fit into the categories. Glue to sheets and discuss the dwellings. Are they alike? How are they different? List words from ads that you don't understand. Is it better to rent or own? Advantages and disadvantages?
	Factors affecting types of tenure	Using resources, identify housing tenure terms and factors affecting the family's decision about type of tenure (length of time family will live there, size of family, income savings, affordability, values, likes and dislikes, activities of family).
	Types of tenure --Owning vs. renting --Condominium ownership	What sources would provide information on "type of tenure"? Using resources research the following types of tenure: owning vs. renting, condominium ownership, co-operative dwellings, fee simple, creative (doubles or duplex), tenancy sharing or tenancy in common, sublease, two or more people owning same home, common ownership.
	Renting --Legal terms	Invite an attorney to clarify meaning of legal terms commonly used in housing transactions and to discuss the legal rights and responsibilities of the parties involved in these transactions. In pairs, visit several structures for lease or rent, inquiring about deposits, payments, rights and responsibilities of tenant and landlord and conditions of

PROCESS SKILLS	CONCEPTS	STRATEGIES
		rental agreements. Compare findings and discuss possible reasons for similarities and differences.
	--Services to renters	Discuss rental housing with a rental agency representative, tenants' union, or a person from the local apartment owners' association. Identify types of services these organizations provide in selecting a living environment.
	--Tenant/ landlord relations	Invite a panel of landlords and tenants to discuss "what makes a good landlord?", a "good tenant?". Research Ohio law on tenants and landlords. Develop a check-sheet or a handbook for tenants.
46. PROBLEM		In groups of two, role play the following situation taking the roles of landlord and tenant. From role plays, identify feelings held by both sides and possible solutions which are best for all involved. --The hot water faucet in Bob's kitchen has been leaking for a month. Three calls to his landlord have brought no results. --Ann, who is a college student with limited assets, has just learned her rent will be increased $25.00 a month. --Bill's landlord, who came in to repair a lock on a door, has discovered great damage done by his dog. --Bill and John signed an apartment lease for a year. After six months John says he's moving out. The landlord says they are still responsible for the rent. --Mary punctured the coolant line while defrosting her apartment refrigerator. Her landlord says she's responsible for repairs.
	Lease	List factors to consider before signing a lease or rental agreement. See *Apartment Lease Questionnaire. Review several examples. Select one that best meets needs, rights and responsibilities of both tenant and landlord.
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Insurance	Using resources, list factors affecting the type of insurance needed by landlord and by renters.

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR	Reflection	Using Family Housing Simulations, what alternatives in housing would your family have? What factors (values, income) would affect your decision? Evaluate alternatives in relation to consequences. Make a large chart on chalkboard listing family name and decision group makes, discussing the alternatives and consequences of the decisions.

FAMILY AND INCOME INFORMATION	ALTERNATIVES	ADVANTAGES/ DISADVANTAGES	CONSEQUENCES	DECISION AND WHY
Group 1				
Group 2				
Group 3				
Group 4				

Individually, make a dwelling decision based on information gathered and family situation. Discuss why decision was made.

How does your decision affect those around you? (Savings of family? Activities of the family? Chance of losing ownership? Bankruptcy? Family values and goals?

LE 1.21

APARTMENT LEASE QUESTIONNAIRE

Although you can observe many features about the apartment for yourself, you need to ask about some things. Complete the following questions with your new roommate (if you have selected one). Each question is worth 1 point.

1. What is the term of the <u>lease</u>?	What is the term of the <u>rental agreement</u>?
2. What are the charges if rent is paid late?	
3. What is the sum of the security deposit?	
4. List the utilities the Lessee must pay?	
5. Are pets allowed?	
6. Is subletting allowed?	
7. How far in advance must the Lessee notify the Lessor his/her intentions to vacate the premises?	
8. Identify two rules or regulations you may feel opposed with.	
9. Are children allowed?	
10. When will the security deposit be returned?	
11. Can interior decorating or minor improvements be done? Under what conditions?	
12. Does the Lessee have a parking space(s)?	

*If information is not listed in the contracts, write "not listed."

PERENNIAL PROBLEM	What To Do Regarding Creating A Living Environment
PRACTICAL PROBLEM	What Should I Do Regarding A Place to Live?
CONCERN/CONCEPT	Acquiring Housing/Financing

HOMEMAKING SKILLS

- Determine types and amount of financing available for housing
- Select reputable real estate broker
- Explore alternatives in financing

PROCESS SKILLS	CONCEPTS	STRATEGIES
49. PROBLEM		Using the Family Housing Simulations, give each family group a picture of a home and a set of facts about the home (could use real estate advertisements or multiple listing books). Consider questions such as: Where do I find information on financing? How do I finance my home? What values and goals of the family will affect the type of financing?
	Factors affecting financing	--Amount of savings --Other uses for your savings --Priorities in your life --Income --Will both husband and wife work --What happens when family goes to one income (pregnancy, job loss, divorce, health, death) --Down payment --Family planning/life cycle --Life insurance/protection for your investment and family --Length of time you plan to live in the home --Commitment/responsibilities
	Financing terms and concepts	Seek and gather information about types of mortgages (graduated payment, flexible payment, flexible loan insurance, deferred interest, rollover mortgage, reverse mortgage), types of loans (conventional, VA, FHA, contract sales, 235 or special funding--federal level, disaster loans), titles, deeds, closing costs, insurance, income affordability, figuring finance rates. Contact realtors in the community (banks/lending agencies/HUD, extension publication, National Association of Home Builders, Federal National Mortgage Booklet).

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Financing terms and concepts (continued)	Invite an escrow officer to discuss the types of services provided by a title insurance company. Discuss the advantages, costs and laws governing a housing transaction made through a title company. Invite several resource people (realtor, FHA representative, credit union administrator, loan officer, lawyer and veterans administration representative) to discuss types of services provided by their organizations to consumers making housing transactions. Develop a class checklist to illustrate organizations and services provided in terms of their value. Investigate the use of newspaper ads, rental agencies, real estate agents, friends and family as sources of information. Investigate the types of services and financing alternatives available. Review several home loan contracts to determine the provisions contained in each, including protective legal clauses and possible pitfalls. With a loan officer, discuss the rights and responsibilities of buyer/seller/lender as stated in each contract. Complete samples of housing loan forms obtained from different lending institutions. Gather additional information that would be necessary to obtain a housing loan (insurance policy face value, debts, savings account). Summarize what you learned.
	Interest rates	Review the *Monthly Payment Tables and answer the following questions: --What is the monthly payment if you borrowed $35,000 at 9% for 20 years? 25 years? 30 years? --How does the amount of time change the payment? --What is the monthly payment if you borrow $15,000? at 8% for 30 years? at 9%? at 10%? --How do the payments change as the interest rate increases? --How do your monthly payments change in relation to the amount of the down payment? Investigate the advantages and disadvantages of making double payments on a home loan. Discuss the policies of various lending institutions with respect to double payments.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Interest rates (continued)	Investigate various types of loans that can be secured for home improvements. Include information on sources of loans, requirements for obtaining them, finance charges, interest and total costs when reporting your findings.
	Alternatives and consequences of financing	Using the Family Housing Simulations, what alternatives in terms of financing does your family have? Make a chart and list possible alternatives and the consequences of those alternatives or the advantages or disadvantages of those alternatives.
	Reflection	Discuss the following questions. --What would occur if a family chose a creative financing method such as balloon payment at the end of five years? --What would occur if a family chose to finance the home with payments of $900 a month? The total family income is $1,400 a month. --In a rural/nonfarm housing development, a small three-bedroom ranch with no basement is sold for $72,000. The couple buys it on a VA loan with nothing down. Payments are $1,200 a month. --Couple bought a split level, three-bedroom, two-car garage, one and one-half bath, $85,000 home. They put $20,000 down on the home. The interest rate was 17%. The seller carries the second mortgage for five years. Payments are $700 a month ($8,400 a year). Balloon payment is due in five years ($63,000) at whatever the present interest rate will be at that time.
		Make a decision concerning the type of financing you would choose for the family. What factors influenced the decision?
		How would the type of financing you choose affect the individuals in the family? The entire family? Society in general?
		IEE--Check current interest rates at several different banks and lending agencies within your home town.
		IEE--Survey interest rates of others--parents, grandparents, neighbors to find out how different they are from present interest rates and compare.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Reflection (continued)	Develop a chart indicating how much the amount of the down payment affects monthly payments. FHA/HERO--Plan a field trip to a realtor. Discuss career possibilities and job description.
	Property insurance	Brainstorm the various perils against which properties are insured. Discuss the costs, coverage and need for each type of insurance. Debate the pros and cons of obtaining homeowners and renters insurance, based on a cost-benefit analysis. Review brochures describing basic homeowners and renters insurance (standard fire insurance, renters personal property insurance) and various forms of coverage (property coverage, personal liability, personal property, living expenses). Identify and define common terms used. Compare the advantages and disadvantages, costs, coverage and claim services of the different types of policies. Invite an insurance claims adjuster to discuss insurance claims and coverage, precautions to take to avoid a loss (inventory of furnishings, serial numbers of appliances, legal fencing) and the procedure to take in making a claim should a loss occur. Summarize points of the discussion. Invite a representative from an insurance agency to discuss terminology related to insurance. Discuss the function of mortgage insurance available to homeowners and renters, amount of coverage needed and costs. Summarize the main points covered.
	Property taxes	Invite a representative from the county assessor's office to discuss ways in which property taxes are determined. Estimate the total yearly taxes which would have to be paid on various types of property, taking into account the current renter's and landowner's tax rebates. Compile the information and develop a list of criteria to consider when making financial decisions regarding buying/renting a home. Review current legislation concerning rebates and tax deductions on home improvements (insulation). Brainstorm additional incentives that would benefit the environment and the consumer.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Costs of housing	Invite a builder to discuss the costs of including various features when a home is built (dishwasher, second bathroom, garbage disposal). Make a list of those features which could be omitted while still retaining basic quality. Invite a realtor to discuss the importance of property resale value and factors that determine housing costs. Formulate a list of factors which determine the probable resale value of a home. Interview several landlords in your community to determine total costs of living in various types of rental units. Compare your findings. Discuss how these findings might affect housing choices. Obtain multiple listing books from a local real estate office. Using these books, devise a chart that illustrates characteristics that affect the price of housing (location, number of rooms, condition). Look at real estate ads describing local housing choices, with prices blocked out. Predict the selling price of each and justify your predictions. Compare with actual prices. As a follow-up, discuss the current trend in housing costs. Debate the effects of this trend on the likelihood of owning a home.
	Comparison of costs	Investigate the costs of buying and renting comparable (size and quality) new and older homes, mobile homes, modular homes and condominiums in different locations. Compare total costs as well as availability of financing. Summarize in a class discussion. Complete a cost comparison on renting versus buying a particular home for a five-year period of time. Determine which is more costly, which offers more freedom/security, which is the better investment and which is more satisfying to the individual. Debate the issue of renting versus buying a home. Summarize factors that influence decisions related to renting and buying (mobility, maintenance costs, personal skills).
	Financial plan for housing	Invite a person from your local Consumer Credit Counseling Service to discuss budgeting guidelines which apply to housing (the relationship of a family's total income to the percentage of income that can safely be allotted to monthly house payment/rent, saving for a down payment, making house payments or paying for furnishings). Identify credit problems specifically related to housing and home furnishing purchases.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Financial plan for housing	Estimate costs involved in family housing. Cite major expenses in providing housing (maintenance, insurance, taxes). Predict the approximate amount a newly-married couple would spend for each expense at specific income levels. Interview couples to determine the accuracy of your estimates. Summarize how the amount spent on housing is related to the couple's economic and family situation. Based on a projection of your income after graduation, formulate a financial plan for housing. List your probable needs and wants and, using newspaper ads, select one appropriate housing option. Develop a checklist to use in evaluating the housing unit and then visit it to see how well it would meet your criteria. Report your findings in class.
PR	Reflection	Choose a family from Family Housing Simulations. Create a financial plan for acquiring housing. Include loan cost, interest rate, closing costs, taxes, insurance. Justify your decision. What sources of information did you use?

54.

LE 1.22

Monthly Payment Tables

The tables below show the monthly payments required to pay off loans of certain amounts at different interest rates over different periods of time. If you know what you can pay per month, you can find the loan terms you can afford. If you know how much downpayment you can make, you can tell how expensive a house you can afford, by adding the downpayment to the amount of the loan.

20 yr.	8%	8½%	9%	9½%	10%
15,000	125.15	130.20	135.00	139.80	144.90
20,000	167.40	173.60	180.00	186.40	193.20
25,000	209.25	217.00	225.00	233.00	241.50
30,000	251.10	260.40	270.00	279.60	289.80
35,000	292.95	303.80	315.00	326.20	338.10
40,000	334.80	347.20	360.00	372.80	386.40
50,000	418.50	434.00	450.00	466.00	483.00

25 yr.	8%	8½%	9%	9½%	10%
15,000	115.80	120.75	126.00	131.10	136.35
20,000	154.40	161.00	168.00	174.80	181.80
25,000	193.00	201.25	210.00	218.50	227.25
30,000	231.60	241.50	252.00	262.20	272.70
35,000	270.20	281.75	294.00	305.90	318.15
40,000	308.80	322.00	336.00	349.60	363.60
50,000	386.00	402.50	428.00	437.00	454.50

30 yr.	8%	8½%	9%	9½%	10%
15,000	110.10	115.35	120.75	126.15	131.64
20,000	146.80	153.80	161.00	168.18	175.52
25,000	183.50	192.25	201.25	210.25	219.50
30,000	220.20	230.70	241.50	252.30	263.28
35,000	256.90	269.15	281.75	294.35	307.30
40,000	293.60	307.60	322.00	336.36	351.04
50,000	367.00	384.50	402.50	420.50	439.00

Source: Monthly Payment Tables. Consumer Information from The Ohio Commerce Department Homebuyers Guide.

PERENNIAL PROBLEM What To Do Regarding Creating A Living Environment

PRACTICAL PROBLEM What Should I Do Regarding Managing A Home Environment?

CONCERN/CONCEPT Energy/Conservation-Utilization

HOMEMAKING SKILLS

- Recognize use and limitations of appliance
- Utilize energy conservatively in the living environment
- Regulate lighting, ventilation, humidity and temperature

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Energy use in U.S. homes	Using resources, research current statistics on energy consumption related to housing. Design a bulletin board to display these statistics entitled "Are You Energy Wise?" What conclusions can you draw from these statistics? Do you think energy consumption is a problem? Why, or why not? Why should we be concerned about energy consumption for ourselves? Our families? Our society?
	Energy costs	Research utility costs in your area over the last few years. Chart your findings on a poster. Brainstorm reasons for cost changes. How do these costs affect consumers? Businesses? Why should we be concerned about energy costs?
PR	Alternative ways of dealing with energy costs	Examine the following vignettes, listing consequences of the behavior described. What are other alternatives in each of these vignettes? Generate consequences for these alternatives as well. In each case, which alternative is best? Why have you selected this alternative? Share your decision with the class. Are all solutions to each problem the same? Why or why not? Which alternative solution would the class be most satisfied with? Are the solutions workable? Why, or why not? --In the winter, when letting the cat out, Billy stands with the door wide open while waiting for the cat to wander outside. --Jill takes a long, hot shower every day, using a major part of the hot water. --Alan runs the kitchen exhaust fan in winter.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Alternative ways of dealing with energy costs (continued)	--Ann comes home from school ready for a snack. She stands in front of the refrigerator with the door open for one minute and 15 seconds deciding what to eat. --Jack always leaves the lights on in his room. Using resources, generate alternative ways of dealing with high energy costs. Make a list of recommendations to cut energy usage, thus cutting costs (turn off energy-using devices, reduce hot water temperature, set thermostats lower, increase insulation). Why have you identified these alternatives? What would be the consequences of these alternatives? IEE--Experiment with a method of cutting energy costs in your home (use of foil, window treatments, making fabric snake for door threshold). Keep a journal documenting your experiment and share your findings in a class presentation.
	Energy-saving appliances and equipment	List appliances used in your home economics department and research the energy cost of using each appliance using information from utility companies, appliance manufacturers and other resources. Which have the highest energy costs? The lowest? How might homemakers use this information? Generate ways to care for and maintain equipment to provide for efficiency. Discuss what should be considered when making appliance purchases. Visit a local appliance store and gather the following information about dishwashers and air conditioners. --Find the energy-efficiency labels on those appliances and compare the information --Find the purchase price of each model and figure out which air conditioner and dishwasher you think is the best buy regarding saving energy. List the reasons why you make these choices.
	Features of energy efficient housing	Using resources, create a checklist of features of energy efficient housing or use *Features of Energy Efficient Housing: A Checklist.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Features of energy efficient housing (continued)	What do you think caused them to make the suggestions they did? Were there other suggestions they might have made? Why do you think these suggestions were not listed? What are the consequences of implementing these suggestions for ourselves? Our families? Our society? What are the consequences of not implementing these suggestions? FHA/HERO--Using the above checklist, survey your own home and other homes in your neighborhood to determine energy efficiency. Invite friends and neighbors to attend class to listen to a speaker on improving home energy efficiency. After the class, brainstorm plans to improve the efficiency of specific homes in your neighborhood. Investigate solar orientation and evaluate various homes based on what you learned. As a class, decide which exposures are best for each room in the homes evaluated.
	Reflection	FHA/HERO--Contact your local utility company to secure publications giving energy conservation tips. Use these together with books, magazines and personal interviews to compile a list of ways individuals can help preserve the environment (energy saving tips, recycling, trash disposal). Summarize the information on a brochure to take home or publish ideas once a week in your local or school paper. Complete and discuss *Baker's Dozen. Set goals and form a plan for cutting energy costs in your home. Share your plan with the class.

LE 2.11e

Features of Energy-Efficient Housing: A Checklist

Rachal Wortham

The efficient use of energy in the home has become an important consideration for consumers. Although modern technology has provided many alternative forms of housing, the conventional single-family residence continues to be the norm. If consumers are to evaluate the advertising claims for energy-efficient houses made by builders across the country, they need information about what constitutes the energy-efficient home package. The following checklist is designed to help consumers assess the energy efficiency of a house in five areas: siting and orientation, thermal resistance, air leakage, serving systems, and attic ventilation.

It is important to remember that energy efficiency is dependent not only on the design and construction of a house, but also on the energy use habits of those who live in it. Building a home to be energy-efficient will reduce energy costs only if the occupants are committed to an energy-efficient lifestyle.

Site and Location

—Does the location of the house allow for the greatest amount of solar radiation to the south wall during the heating season?
—Does the position of the house take advantage of air currents in hot weather, allowing for natural ventilation?
—Does the landscaping contribute to reducing consumption by providing windbreaks or shade or access to sun?
—Are the least used rooms placed on the north side of the house (in the temperate zone) as winter windbreaks?
—Do overhangs on the south side shade interiors from the summer sun while allowing the lower winter sun to penetrate glass areas?

Insulation

—Is the R value of the insulation (a measure of the resistance to heat flow) adequate for your region?
—Has ceiling insulation been checked for settling?
—Does the R value of the insulation meet the specifications of city building codes?
—Is perimeter insulation adequate to reduce building heat loss and eliminate "cold spots" around the slab/wall perimeter?

Air infiltration

—Are all joints and cracks either caulked or weatherstripped?
—Is the area between the slab and framing sole plate sealed?
—Are openings for electrical and plumbing systems sealed with foam or tightly packed insulation?
—Are doors and windows weatherstripped?
—Have solid core or insulated doors been used to reduce heat loss?
—Is the vestibule enclosed in order to reduce air infiltration through entries?
—Is the house equipped with storm doors and windows or are windows either thermal glass or double-glazed?
—Are windows protected from winter wind by placement or through the use of windbreaks?
—Are windows less than 20% of the outside area and less than 10% of the floor space?
—Are glass screens used on fireplaces to reduce air leakage?
—Do fireplace dampers function and seal tightly?

Source: Tips and Topics, Housing Alternatives, Vol. XX. No. 2.

Service Systems

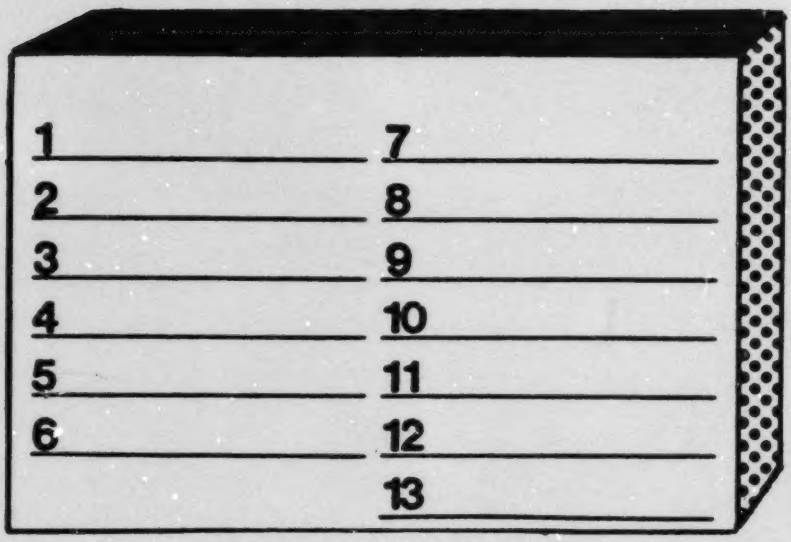
—Has upgraded insulation been taken into account in determining the size of the heating and cooling equipment?
—Are ducts wrapped in at least 3½ inch batting?
—Are the more efficient gas water heaters with electronic ignition used rather than electric water heaters?
—Are hot water tanks placed near plumbed areas?
—Are hot water pipes insulated?
—Are flow control devices used in faucets and showerheads to save on hot water consumption?

Attic Ventilation

—Do attic vents allow a large volume of air to move continually through the roof deck?
—Is attic ventilation sufficient to maintain comfortable room temperatures in the summer?
—Are shingles light-colored in order to reflect heat and light away from the roof?

Rachal Wortham is an instructor and research associate in the Department of Family Management, Housing, and Consumer Science at Texas Tech University. Ms. Wortham wrote "Renting vs. Buying," "Features of Energy-Efficient Housing" and is co-author of "Down To Earth Savings."

BAKER'S DOZEN



List thirteen (a "baker's" dozen) of your favorite items in your home which require electricity to operate.

--If there were a decree which said you had to use less electricity, draw a line through the three items which you could really do without.
--Circle the three which really mean the most to you and which you would hold on to until the very end.

Look back over your list and your decisions and consider:

--Why did you decide to do without the three items? Why did you want to keep the other three?
--What kinds of things which you own are nice but not necessary? Are they important?
--What other possessions do you enjoy? Which ones could you give up if you had to?

PERENNIAL PROBLEM	What To Do Regarding Creating A Living Environment
PRACTICAL PROBLEM	What Should I Do Regarding Managing A Living Environment?
CONCERN/CONCEPT	Energy/Alternatives

HOMEMAKING SKILLS

- Shop for goods and services
- Plant trees and shrubs
- Adapt housing to use natural sources of energy

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Renewable and nonrenewable energy resources	Take the *Energy Opinionnaire as a pretest. Define energy and identify the two major forms. On an overhead transparency or on a bulletin board, write "Laws of Thermodynamics." Ask what questions or concerns this raises. Look up the word thermodynamics and put definition on the transparency. The laws of thermodynamics were formulated in the first half of the nineteenth century by Joule, Carnot and Clausius and were identified as the relationships among energy, heat, and work. They were stated as: 1. Energy and matter can be neither created nor destroyed. 2. The energy of the universe is constant, but whenever energy is used, it loses some of its quality. All energy or sources belong to one of two groups--renewable or nonrenewable. Renewable energy resources are: solar, geothermal, wind, tides, wood, water, fusion, refuse. Nonrenewable energy resources are coal, natural gas, oil, uranium. Adapted from Renewable and Nonrenewable Energy Resources, Their Present and Future Availability

63.

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM	Renewable and nonrenewable energy resources (continued)	What should we do about energy use in our homes? How can we make a difference? In groups, do research and develop reports to be presented to the class on each of the renewable and nonrenewable energy resources. Include in the reports: --Practicality of this resource--advantages and disadvantages. --Stage of development. --Present understanding of how this resource could be used. --How the energy resource can be transported and stored.
PROBLEM	Family choices	Working in your assigned family situation from Family Housing Simulations, consider: --What choices you have to help renew energy resources? --What could/should the community do?
	Community action	FHA/HERO--Meet with the mayor or city council to determine what the present energy considerations are for the community. Identify the consequences of each suggestion. What are the consequences if no action is taken?
	Scientific research knowledge	Devise projects with the assistance of the science department to research effects of solar energy, foliage, wind and air currents, humidity, underground spaces, on the heat/coolness. How might the implementation of ideas derived reduce energy costs and save energy for others? Discuss and share at the school science fairs. Ask a contractor of solar and underground homes, a landscape specialist to talk to the class on how energy to control heat/coolness can be produced via current technology.
	Financial aspects of alternative energy resources	Compare cost of building a home using solar heat, to a traditional one heated with electricity, gas or oil. Consider maintenance and utilization costs. Research cost of adapting a current dwelling with traditional forms of heating and cooling to solar heat. --What are the constraints of underground homes? --What would be the advantages? Discuss why you listed these constraints and advantages. --What values and factors affect these advantages and constraints?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Futuristic alternatives to energy use	IEE--Investigate energy forms of the future. IEE--Make changes in your present home to take more advantage of solar energy, changes in humidity, wind currents and/or foliage.
	School support	FHA/HERO--Make a list of recommendations for your community on how to renew energy. Start a school contest to determine who can come up with the longest practical list. Submit to local officials.
	Reflection	Take pretest *Energy Opinionnaire as a posttest. Discuss changes in opinions, if any.

LE 2,12

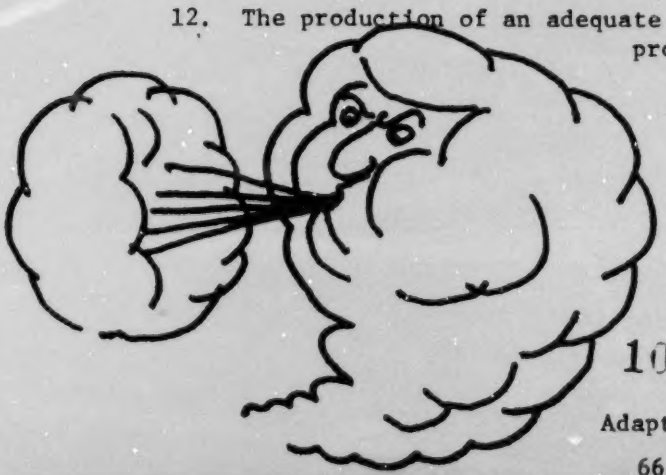
ENERGY OPINIONNAIRE

To help you to look at the issues related to energy consumption, complete the following activity. When you have finished, you may wish to compare your opinions with those of a classmate and discuss differences. Keep your completed Opinionnaire and refer to it later to see if your opinions have changed in any way.

Directions: Cross out the word or phrase within the parentheses which least indicates your opinion.

I believe that:

1. There (is, is not) a shortage of oil in our country.
2. We (should, should not) generate more energy by nuclear and fossil fuels.
3. Solar energy technology for generating electricity (is, is not) well established at this time.
4. Government funds (should, should not) be used to develop the railroad and barge traffic.
5. Nonreturnable and disposable containers (should, should not) be discontinued.
6. Everyone (should, should not) observe reduced speed limits to conserve energy.
7. The government (should, should not) restrict the size of cars.
8. We (should, should not) develop energy resources regardless of environmental costs.
9. All demands for energy (will, will not) be met in the year 2000.
10. Strict federal laws (will, will not) be the major factor in energy consumption.
11. Nuclear power (is, is not) too dangerous to be used in producing electricity.
12. The production of an adequate supply of energy (is, is not) a major problem in our country today.



13. Energy production (should, should not) be controlled by government rather than private industry.
14. Alternative energy sources such as wind, geothermal, solar and tidal power (are, are not) receiving adequate funds for their development.

Adapted from Energy Consumption and Conservation Tennessee Curriculum Guide

PERENNIAL PROBLEM	What To Do Regarding Creating A Living Environment
PRACTICAL PROBLEM	What Should I Do Regarding Managing A Home Environment
CONCERN/CONCEPT	Home Maintenance/Management Procedures and Processes

HOMEMAKING SKILLS

- Develop schedule of routine household tasks
- Keep a calendar of activities
- Organize tasks to save time and energy
- Plan time alone to relax
- Plan and coordinate family activities
- Set priorities for use of time

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Discuss statement "A woman's work is never done." --What is women's work? --Who washes the dishes in your home? --Who makes the beds in your home? --Who cares for the lawn?
	Responsibility for performance of home maintenance tasks	Analyze your family's monthly plan involving family members in the performance of the daily, weekly and occasional home maintenance tasks. Are the responsibilities shared? If so, how? Does everyone in the family have responsibilities? What are the consequences of sharing responsibility for home maintenance "tasks"?
	Time-saving ideas	Demonstrate energy and time-saving ideas (dovetailing tasks) by performing two skits--the first of a homemaker using time-saving ideas and the second concerning a homemaker who does not use time-saving ideas. After viewing the skits, generate consequences of each alternative. What values, goals or situational factors might influence a person's decision to use or not use time-saving ideas? Collect ideas from magazines and newspaper household hint columns. Identify hints that would be best for specific situations. List ten routine tasks that can be done in a home. Rank order the tasks. Compare your ranking with other students. How do they compare? If you only had time to do three tasks, which three would you complete? Why? What would happen if they were not completed?

PROCESS SKILLS	CONCEPTS	STRATEGIES
68. PROBLEM	Time-saving ideas (continued)	Interview families at different stages of the life cycle in your community. Ask how much time is spent on maintenance tasks. Which family member completes each task? Is the time used efficiently? If not, how might energy and time-saving ideas be used? Compare information. Interview homemakers who started working outside the home. List ways they identify rearranging or changing priorities in home maintenance. Using Family Housing Simulations, discuss how different types of homes require different maintenance and prepare charts illustrating how simulated families would complete maintenance tasks in their homes. Consider resources, style of home and values. Discuss what would happen if family member becomes ill, works overtime, and... Present skits illustrating how the simulated families share home maintenance requirements. Discuss whether or not the "maintenance skits" seem realistic to the family situation? Analyze your family's sharing of maintenance tasks. Does everyone do his/her fair share? Who spends the most time doing maintenance? Who manages the maintenance tasks? Develop a plan for improving maintenance tasks in your home. IEE--Analyze ways cooperation in home maintenance may provide more leisure time. IEE--Develop two home maintenance schedules for your family. Try each. Compare results. Revise. IEE--Investigate time-saving maintenance devices for handicapped people. Share information with class.
	Sources of home maintenance information	Collect brochures and catalogs on home maintenance information from several sources. Prepare a bulletin board display of publications from a variety of home maintenance information sources.

PERENNIAL PROBLEM What To Do Regarding Creating A Living Environment

PRACTICAL PROBLEM What Should I Do Regarding Managing A Home Environment?

CONCERN/CONCEPT Home Maintenance/Care and Cleaning

HOMEMAKING SKILLS

- Keep things picked up
- Select household cleaning supplies
- Perform simple cleaning tasks

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Values influencing care and cleaning of home environment	If a candid camera were brought into your bedroom at this time, describe how it would look. Role play the following situations. --Your favorite aunt is coming to visit. --You need your swimming suit by Saturday and you cannot find it. --A bedroom is shared. One person wants to take time to clean, the other does not care.
	Situational factors influencing care and cleaning of home and environment -Time -Money -Skill	Within the role situations: --Determine what alternatives you have. --Determine the consequences of each alternative chosen. --Determine values you hold that influence your choice of alternatives. --Determine who will be responsible for following through on the alternative. --Determine skills necessary to follow through on the chosen alternative. In small groups, "act out" a household cleaning commercial. Discuss questions similar to the following: --Determine cleaning agents in the home or that you have seen advertised. --Which of these products do the same "job"? Could one product be used for several jobs? --Is there a cost difference?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Situational factors influencing care and cleaning of home and environment (continued)	Make *Cleaning Aids For Homemakers. Test in department. Show an item to the class. Ask each individual to determine if she/he would clean the item, and if so, how? If so, how often? Using the students' chosen alternatives, demonstrate or explain what the consequences would be for each alternative.

Product	Alternative	Consequences
Draperies	Dry clean	Expensive, limited shrinkage
	Launder	Less expensive, may shrink
Wood table	Water	Warp the wood

		Designate an area of the room to put "Household Cleaning Tips." Determine what values are related to the different tips and possible skills that may be or need to be developed. Post this information as well.
	Reflection	Select an item to clean. Investigate the varied alternatives for the cleaning of the item and the consequences of each alternative. Report the information to the class. FHA/HERO--Write news article "Satisfactory Suggestions--Safe and Saving." IEE--Organize a cleaning basket at home. Use the items in the basket. Compare the cost of cleaning agents--consider end results, time, cost and money involved. IEE--Reorganize a closet. Add shelves and other space savers.

70.

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CLEANING AIDS FOR HOMEMAKERS

Are your tired of going in your cleaning closet only to find you have 100 different bottles of cleaning liquids? Try this recipe for a general all around cleaning fluid.

Use this as a cleaner for general cleaning about the home:

2 tablespoons ammonia
2 tablespoons liquid detergent
1 quart water

Mix and use for general household cleaning.

* * * * * * * * *

Three methods in making a dust cloth

1. Use soft cloth that doesn't leave lint. Put into tin container or Jar with a few drops of furniture polish, oil, or wax.

2. A solution: 1 tablespoon mineral spirits
1 quart hot water

Dip square of clean cloth into this solution. Wring out, dry and store.

3. Solution: 1 tablespoon mild soap powder
1 Quart warm water
1 tablespoon household ammonia
2 tablespoons linseed oil or furniture polish

Mix ingredients in No. 3 well and dip soft, cotton cloths into the solution. After a few minutes, squeeze out. Dry and store. Store dust cloths in covered container such as glass jars or coffee cans. Keep them clean; wash them often. Treat cloths again after each wash.

* * * * * * * * *

To clean varnished Surfaces use the following solution:

3 tablespoons boiled linseed oil
1 quart of hot water
1 tablespoon mineral spirits.

Wring out a cloth of this mixture. Wash surface and wipe dry. Polish dry with a soft cloth. Protect neighboring surfaces from the solution.

CAUTION: DO NOT HEAT THIS MIXTURE BECAUSE IT IS FLAMMABLE!!

* * * * * * * * * * * *

Grease spot on wall paper can sometimes be taken out by putting a paper towel on it and pressing a warm iron on it for a few seconds.

*Adapted from the Colorado Curriculum Guide and the Ohio Cooperative Extension Service Pamphlet.

PERENNIAL PROBLEM	What To Do Regarding Creating A Living Environment
PRACTICAL PROBLEM	What Should I Do Regarding Managing A Home Environment?
CONCERN/CONCEPT	Home Maintenance/Maintenance and Repair

HOMEMAKING SKILLS

- Evaluate advantages of do-it-yourself repair
- Budget for home repair
- Perform simple carpentry and repair

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Maintenance of equipment	Show class a piece of equipment from the laboratory. Examine it closely to see if it works/functions. Does it function properly? If it does not function properly, what are your alternatives? (Throw it out, repair it, take it to repair shop.) What should you do regarding maintaining and repairing equipment? Complete chart below. An item at home needs to be repaired--Sliding closet door

ALTERNATIVES	CONSEQUENCES
1. Do repair yourself	Hurt yourself, cost you more money in the end
2. Have neighbor do it	
3. Call maintenance person	
4. Do nothing	
5. Others	

73.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Maintenance of equipment (continued)	Referring to chart, what values are implicit in each alternative and consequence? Evaluate the consequences of each alternative in terms of time, cost and skills necessary. If you choose different alternatives and consequences, what values are implicit in that decision? If you choose to repair an item yourself, determine knowledge necessary to accomplish. Use The Home Maintenance Repair Kit from the Ohio Department of Vocational Home Economics Education. (This kit contains blueprints, directions for making mockups, and student topics including electricity, plumbing, doors and window repair, heating and furnace repair and walls and floors. If this is not available in your school district, consult with the industrial arts teacher for assistance.) Choose three repair jobs, including the wiring of an electrical item using the underwriter's knot. Practice the skills needed to do these home repair jobs. Have a Squeak Raid. Stop at least one squeak around the school. Adjust the cold water faucet in a sink or bathtub to a steady drip. Place a measuring cup under the drip and collect water for 20 minutes. Calculate the amount of water wasted in one hour, one day, one month and one year. Determine ways to eliminate faucet dripping.
	Sources of maintenance information	Develop a list of books available in your library for simple home repairs. Check for classes in local adult education programs.
	Equipment	List equipment needed for basic repairs. How might you acquire tools and equipment? (Rent, buy, borrow from family or friend, borrow from local service agency.) IEE--Make a needed repair at home using new skills. Evaluate with open-ended questions. --If my window rattles... --If my roof leaks... --If I have a hole in my wall...

PERENNIAL PROBLEM	What To Do Regarding Creating A Living Environment
PRACTICAL PROBLEM	What Should I Do Regarding Managing A Home Environment?
CONCERN/CONCEPT	Home Maintenance/Safety

HOMEMAKING SKILLS

- Eliminate safety hazards in the home

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Bring in and display items from home or school that are hazardous or unsafe (frayed electric cord, unmarked poison container, slippery throw rug). Discuss why we should be concerned about safety for ourselves and our families?
	Factors affecting home safety	What factors affect safety in your home? --Money --Time to check hazards --Time to repair hazards --Lack of organizational skills --Lack of knowledge to recognize or repair hazards --Various ages of family members --Cooperation of family members --Pets in the home --Physical handicaps of family members
	Home hazards	Conduct a health and safety hazards survey in your home. Using resources, create a list of common safety hazards and discuss how to eliminate each hazard. Do *Home Safe or in small groups, create a collage of safety hazards in the home. Discuss. Collect newspaper clippings related to home accidents. In groups, suggest safety precautions that could have prevented these accidents. Share ideas as a class.

75.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Home hazards (continued)	Investigate ways in which home poisonings (from household products, plants) and other accidents (falls, burns) can be prevented. Summarize by developing a list of specific precautions and treatments. Bring a shoebox to class and use to assemble a simple first aid kit. In a circle discussion, share accidents that have occurred in your home due to carelessness. Summarize ways in which these could have been prevented.
	Electrical safety	Analyze one or more rooms in your home as to number and convenience of available electrical outlets. Find out what safety controls are present (numbers of circuits used and types of circuit breakers available). Summarize your findings and make suggestions for improvement. Invite an electrician or a utility company representative to discuss home electrical wiring and the use of electricity. Check your home to determine whether it has fuses or circuit breakers. In class, discuss what it means to "blow a fuse" or "trip a circuit breaker." Summarize principles of safe electrical usage. Discuss use of appropriate extension cords for specific appliances. Develop plans to use during a power outage. Make all necessary arrangements at home for preserving safety during such an emergency. Share and discuss plans in class.
	Fire safety	Invite a firefighter to discuss steps which can be taken to prevent home fires and procedures to follow when a fire breaks out. Develop two fire escape routes for your home. Sketch the routes and bring to class for evaluation. Encourage your family to have a fire drill to practice the steps that should be taken in case of a home fire. Report results in class. Develop a display of fire extinguishers and substances that could be used to put out fires (salt, baking soda). Identify appropriate times to use each. Visit the fire department or invite a representative to demonstrate the use of fire extinguishers and other fire retardant substances. Summarize procedures learned. Discuss ways of preventing kitchen fires and steps to be taken when they occur.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Fire safety (continued)	Analyze the types of smoke detectors available, including their cost and value. Summarize your findings.
	Safety practices	Compile a list of safety standards one should consider when selecting furniture or large appliances for the home. Distribute to interested persons. Examine owners' manuals of equipment for safety information. Discuss and make recommendations for a filing system for owners' manuals. Select a home or other structure in your community. Analyze how safe it would be for use by persons with various types of physical handicaps (the visually impaired, hearing impaired, wheelchair users). FHA/HERO--List safety practices which must be observed for small children. Compare this with a list prepared for standard home safety. Note the differences. Plan a series of short lessons to present to younger brothers, sisters, cousins or other children teaching them safety practices. IEE--Organize a family meeting to discuss hazards in your own home. Develop cooperative plans for making adjustments and sharing responsibilities for safety. Be sure to include steps which can be taken to prevent poisoning, fires, burglary, falls and other accidents.
PROBLEM	Reflection	Choose a family from Family Housing Simulations. Identify special safety needs for the family and list safety practices to be followed.

77.

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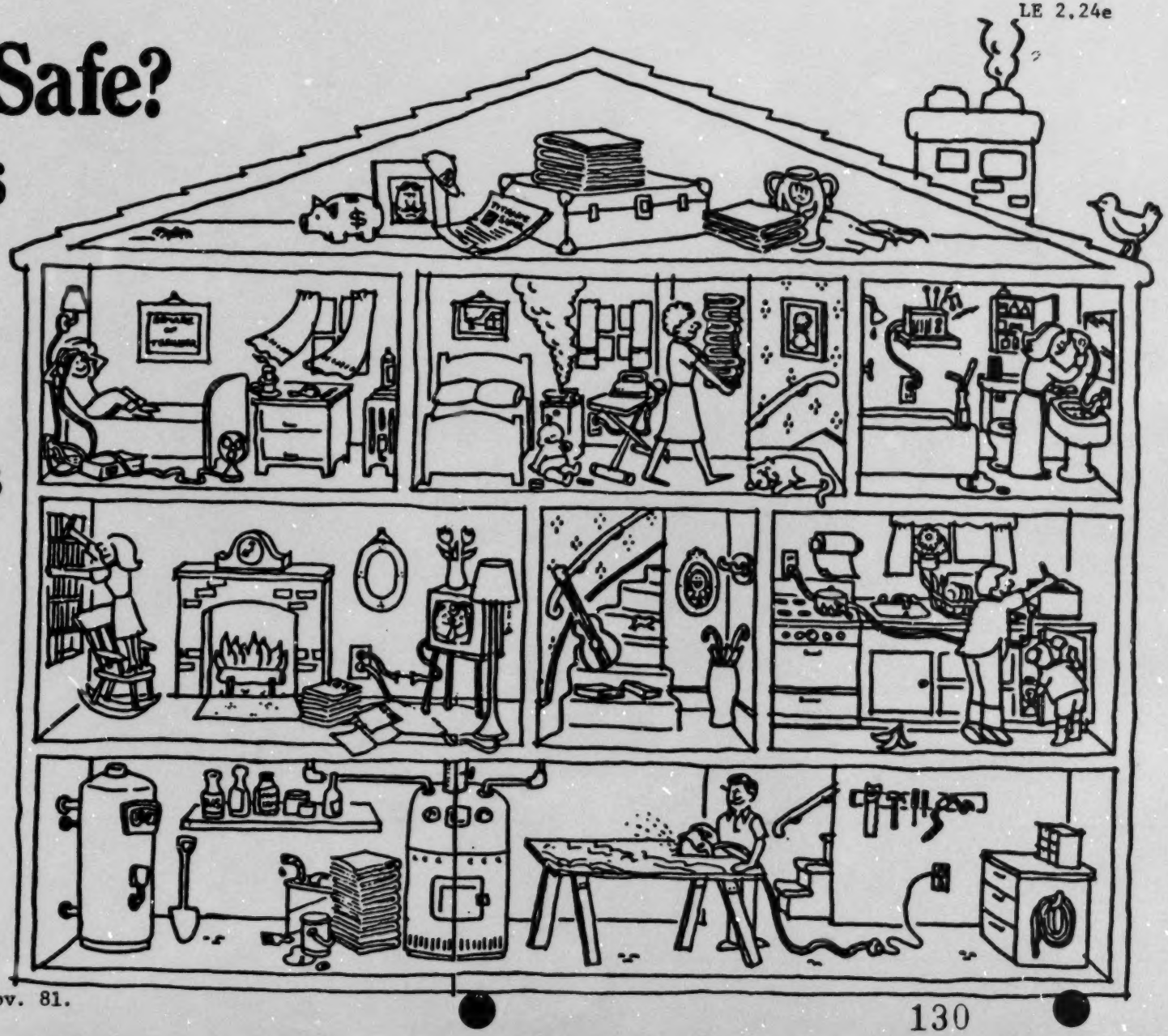
Home Safe?

Not this home!

There are

31

dangerous safety goofs going on here. Can you spot them?



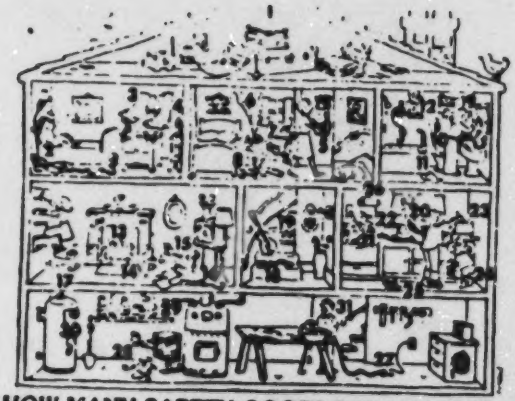
(Stumped? Turn the page for answers.)

CO-ED, Nov. 81.

78.

BEST COPY AVAILABLE

LE 2.24e



HOW MANY SAFETY GOOFS DID YOU FIND?

1. ***Stacks of newspapers, rags, and old junk stored in the attic.*** These are a real fire hazard because all of them burn quickly and easily. Also, household rags that may have wax or oil, polish on them, stored in a confined space like an attic, can be the start of spontaneous combustion.
2. ***Overloading electrical outlets.*** Too many things plugged into one circuit with an "octopus" connection can cause wires to overheat and start a fire. How do you know if a circuit is overloaded? Easy! To figure out the number of watts available on a circuit, multiply the voltage in your home (usually 120) by the amps that circuit carries (usually 15 [illegible] panel). The combined wattage of the appliances you use on the circuit should never be more than this total.
3. ***Candles burning too close to curtains.***
4. ***Aerosol cans on radiator.*** Excessive heat can cause aerosol cans to explode; store in a cool place.
5. ***Carrying a load that blocks your view.*** Instead, divide the load and make two or three trips.
6. ***Cigarette left unattended and matches left on table.***
7. ***Iron left plugged in with sole plate (the hot part) down on ironing board.*** Never leave an iron on or plugged in after you've finished using it, especially in a room with a small child!
8. ***Cosmetics left where a child can play with them.*** Even the most innocent-looking product can be harmful if eaten by a tot.
9. ***Blow dryer used above a sink filled with water.*** You can electrocute yourself if a dryer or other appliance falls into water, even if it's just plugged in and not turned on!
10. ***Prescriptions or over-the-counter drugs left lying around.*** Store medicine out of reach of children, never leave it lying around where it might be mistaken for candy. Discard any leftover prescription drugs promptly.
11. ***Glass bottle on tub.*** Anything made of glass is a hazard near the tub since it can easily shatter—and your body is unprotected. Most shampoos and conditioners are now in plastic containers.
12. ***Radio on a shelf near the bathtub.*** Never place your radio where it could fall into water or where you can touch it while your body is in water. When you are touching water, you're "grounded" through the water pipes. If you tune in the radio at the same time, and there happens to be a short in the radio, the electrical current takes the easiest path back to "ground"—through you!
13. ***Fireplace without a screen to shield the room from sparks.***
14. ***Magazines stacked too close to fireplace.***
15. ***Frayed cord on TV.*** Frayed electrical cords cause short circuits, fires, and shocks. Check out the condition of the electrical cords on the appliances you use and have them repaired if necessary.
16. ***Electrical cord running under a rug.*** Friction from the rug could make the insulation on the cord wear out and the rug hides the damage—until it's too late.
17. ***Using a chair as a step stool.*** Why take chances? Standing on anything other than a stool or ladder designed for the purpose is unwise and can result in a fall.
18. ***Junk piled on stairway.***
19. ***Torn carpeting on stairs.*** It's just waiting for a heel to catch!
20. ***Knives pointing up in dish drainer.*** Point knives down, or better yet, dry them immediately and put them away.
21. ***Pot on burner with handle turned out.*** Turn pot handles in but not over another hot burner.
22. ***Electrical cord too close to burner.***
23. ***Using a fork to get toast from a plugged-in toaster.*** You can get a shock; unplug the toaster before you try to remove the toast.
24. ***Household cleaners and other poisonous chemicals stored under a sink where a child could reach them.*** Store these out of reach or in a cabinet with a lock or child-proof closure.
25. ***Banana peel on floor.*** Wipe up spills immediately to prevent slipping and sliding on them.
26. ***Paper towels on wall over burner.*** Keep paper towels, dishtowels, and pot holders away from burners.
27. ***Heavy-duty power tool plugged into a thin ungrounded*** extension cord. Plug three-prong grounded plugs into grounded outlets only. Never remove the third prong. It's there for your protection. An ordinary extension cord is not safe for major appliances and tools.
28. ***Newspapers and paint cans stacked near furnace.*** Throw out old newspapers, and store paint away from heat.
29. ***Gasoline stored in glass container and paint remover in a soda bottle.*** Keep gasoline in a safety can only and, even then, store it out of the house in a garage or shed. Keep paint removers and other chemicals in their original containers. Never pour them into a bottle that could be mistaken for a drink.
30. ***Water heater with setting at 180 degrees is too high.*** Setting the hot water heater at 120 degrees reduces your chances of getting scalded in the shower and saves energy, too.
31. ***Using a power tool without safety glasses.***

PERENNIAL PROBLEM	What To Do Regarding Creating A Living Environment
PRACTICAL PROBLEM	What Should I Do Regarding Managing A Home Environment?
CONCERN/CONCEPT	Equipping and Furnishing the Home/Equipment Selection

HOMEMAKING SKILLS

- Purchase household equipment
- Read and interpret warranties
- Read and interpret use and care booklets
- Evaluate advertisements

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Take an inventory of small and large equipment in your home. --Which items are never or seldom used? --Which items are used monthly, weekly, daily? --Which items require maintenance? --Which items need to be replaced? Identify those items which are needed and those which are nice to have. Compare inventories in class. Analyze similarities and differences. Why do these similarities and differences occur?
	Factors influencing price	Make a list of equipment one might find in a home. After each appliance, write the price you could expect to pay. Use newspaper advertisements and mail order catalogs to obtain actual prices. Create a range of prices for each item. Identify factors which affect the prices.
	Consumer information	Select any electrical appliance in the home economics laboratory and locate its nameplate. List all of the information given on the nameplate. Study the use and care manual. Analyze the usefulness of this information to the buyer before and after the sale.
	Buying guidelines	Using resources, develop a list of buying guidelines. Consider these: --Buy on the basis of quality of performance of the equipment's basic job. --Know the relationship between price and quality.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Buying guidelines (continued)	--Buy in terms of your situation and needs. --Find out as much as possible about the piece of equipment before you buy. a. Read printed information about the equipment such as Consumer Reports and Consumer Bulletin, specification sheet from manufacturer and advertisements. b. Ask questions. c. Try out equipment. d. Determine any special requirements (wiring). e. Talk to satisfied customers. --Know the meaning of seals of approval. a. American Gas Association b. Underwriters Laboratories, Inc. c. Magazine seals --Judge the equipment in terms of how easy it is to use and care for. --Buy from a reliable dealer. --Read warranty or guarantee.
82.		What are the consequences of using buying guidelines? Of not using the buying guidelines?
		Review examples of household equipment advertisements. Evaluate the consumer information provided in each. Formulate guidelines for using this type of resource information. Compare to information in consumer magazines.
	Reflection	Bring in four different mixers of different quality and cost. Discuss advantages and disadvantages of buying each mixer. What factors would affect your decision of which mixer to buy?
PR		In Family Housing Simulations, select six major and three minor appliances, considering the resources, needs and values of family members. Justify your decision.
		Examine the last purchase in your home. What points were considered in the purchase? Was it a wise purchase? Why or why not?
		IEE--Select a piece of equipment for a gift. Consider the values and needs of the person for whom you are buying the gift.

PERENNIAL PROBLEM	What To Do Regarding Creating A Living Environment
PRACTICAL PROBLEM	What Should I Do Regarding Managing A Home Environment?
CONCERN/CONCEPT	Equipping and Furnishing the Home/Equipment Selection

HOMEMAKING SKILLS

- Determine type of appliance/service for individual lifestyle

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Brainstorm a list of the small and large household equipment available on the market. Individually rank the items in terms of the importance of possessing each. Determine which household equipment you would choose to own if you could afford only one. Explain your choice. Discuss which items you could do without and why you may choose not to have them (energy conservation, cost, need). Choose a family from Family Housing Simulations. Re-rank the list from above for that family. How does it differ from your list? How do you account for the differences? Review your selections again considering such factors as: --Will the family use it frequently? --Does it have the features the family needs or wants? --Will the size of the equipment fit the family's living space now and in the future? --Will the color be desired over time? --Can the equipment be moved easily? (For example, is the door handle interchangeable on the refrigerator?) --Will the cost of operation fit the family budget? --Are there proper utility connections within the home environment? --Will the total cost of the item fit within the family's budget?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Resource costs	Investigate and compare the costs of using human energy-saving appliances versus conventional appliances (self-cleaning oven versus oven cleaner, frost-free refrigerator versus traditional refrigerator). Discuss the effects of these energy-saving devices on the supply of natural resources. List appliances in the home which use water. Investigate and compare the amounts of water each uses. Brainstorm recommendations for conserving water in the home (using appliances with care, not using certain household equipment, not allowing faucets to drip). Measure the amount of water used in the family washing machine for one week. Calculate the amount of water which could be saved by running only full loads and by using a water/suds saver attachment. Investigate the availability of water-saving devices that can be used for washing machines. Report findings in class. Given examples of gimmicks often used in the sale of household equipment, identify factors to consider when selecting household equipment (design, safety features, brand, construction, cost, use, care, efficiency of operation, guarantee, warranty, appearance, storage required). Discuss the importance of selecting equipment on the basis of quality rather than method of salesmanship. Investigate warranties and guarantees accompanying household equipment. Identify warranty/guarantee regulations and how they affect the selection, purchase, use and maintenance of household equipment. Differentiate between full and limited warranties and discuss special warranty features important to consider before purchasing household equipment. Investigate consumer information magazines to identify selection, use and care guidelines for purchasing one type of household equipment. Report findings regarding price, quality and features available. Review several use-and-care booklets provided with household equipment. Evaluate the information given in terms of its value in assisting with the selection, use and care of equipment items.

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR	Resource costs	Using laboratory appliances or during a field trip to an appliance store, develop a checklist to use in purchasing major appliances. Compare it to resources. In small groups, research one type of major appliances. Do comparison shopping. Compare sizes, features and prices. Which do you think would be the best purchase for your family in Family Housing Simulations? Justify your decision.

PERENNIAL PROBLEM	What To Do Regarding Creating A Living Environment
PRACTICAL PROBLEM	What Should I Do Regarding Managing A Home Environment?
CONCERN/CONCEPT	Equipping and Furnishing the Home/Furniture Selection

HOMEMAKING SKILLS

- Select furniture for the home
- Explore alternatives for acquiring home furnishings
- Explore alternatives for payment of furniture

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Functions/uses of furniture	Brainstorm the activities that take place in your home. (Write on the board or overhead transparency.) What furniture is needed to carry on these activities? (Write next to the activity.) --Which pieces of furniture are essential to carry on the activities? --Which are not? --Could some furniture be used for more than one purpose? --Determine values implicit in such determination (one may sit and read on the floor but it may be more comfortable to sit in a chair).
	Needs and values	Choose a family from the Family Housing Simulations. Determine what furniture may be essential for the lifestyles/activities within the chosen family's home. What furniture may be desired as a result of the family values and the space available? After determining the family's furniture needs and ways of procurement, determine qualities to look for in furniture selection.
	Furniture components -Woods	Using resources, describe various methods of furniture construction, joint construction, surface finishes, woods (veneers, solids). Invite the school industrial arts teacher to discuss various types of wood and wood joints used in furniture construction. Discuss factors to consider in judging quality, durability and care of wood furniture pieces. Determine those best suited for various furnishings uses. Formulate guidelines for selecting quality home furnishings.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Furniture components (continued) -Metals	Invite the metals instructor (or a local welder) to discuss the metals used in home furnishings, properties of various metals, joinings used for metals and how to judge quality in furnishings constructed from metals. List furnishings and accessories made of metal or incorporating metals in their construction. Explain appropriate selection, use and care of each.
	-Fibers	Using resources, list the characteristics desirable in fabrics used for particular interior furnishings (weaves, finishes, durability, blends). Compile fabric swatches in a portfolio to illustrate a variety of fabric/fiber characteristics (satin weave, double weave, waterproof finish). Give examples of inappropriate fabrics in home furnishings applications.
	Furniture styles	Collect pictures of many styles of furnishings from magazines, newspapers, catalogs, and other sources. Categorize the pictures according to the following classifications. --Ultra modern (glass and stainless steel) --Contemporary/Danish Modern --Early American/Colonial --18th Century English --French Provincial/Country French --Mediterranean/Spanish --Italian Provincial --Period furniture (generally used with special period) --Mixture of modern and period pieces --No particular style --Other (please specify) Discuss the feelings and moods related to each furniture style. What factors influence how these are used in home decoration? Visit a furniture store. Identify styles of furniture. Compare construction, construction materials and colors used.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Furniture styles (continued)	Individuals and families often have favorite pieces of furniture. --How does a piece of furniture become a favorite? --Is the piece of furniture old, comfortable, useful, expensive, modern? --Why do you like your favorite? --What style is your favorite? Your sister-in-law has been wanting a new end table in the family room. You agree to go shopping with her. She finds that if she gets the quality of furniture hoped for, the table will not be within her budget. List alternatives and consequences.

ALTERNATIVES	CONSEQUENCES
Repair an end table purchased at a garage sale	Learn skills necessary for repair
Place a tablecloth over an inexpensive crate	Children pull on the tablecloth
Others	

Taking into consideration values and contributing factors which influence the alternative choices, decide what is best for your sister-in-law to do in this situation.

How might the decision influence the family? The community?

Purchasing considerations

Visit a furniture store to investigate multi-use furniture. Discuss ways pieces identified can be adapted to fit the needs of individuals at different stages of the life cycle. Brainstorm ways to use available furnishings for other than the intended purpose.

Visit several local retail stores or check ads to determine the cost of purchasing various home furnishings separately and as a package. Compare high-priced, moderately-priced and economically-priced furniture in terms of durability, style and construction. Determine the advantages and disadvantages of purchasing furniture in various price

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Purchasing considerations (continued)	ranges. Report findings in class and develop guidelines for use when purchasing home furnishing items. Select one major home furnishings item to investigate. Visit at least three retail outlets and compare costs, services, quality, guarantees/warranties and special features of the brands. Use what you learned to make a final selection. Justify your choice in a class discussion. Investigate the cost of purchasing one home furnishings item new in relation to buying a similar item at a flea market, used furniture store or bazaar, making it or renovating it. Compare the time, energy and skills needed to obtain the item in each manner. Discuss the factors that need to be considered (time, money, ability) in determining whether to buy new or used furnishings.
90.	Purchasing furniture	Role play the following types of families purchasing furniture in a store. --Young couple--making first investment buying --Successful couple--planning to do more entertaining --Young person-- on a budget but needs a couple pieces of furniture --Young couple--with three small children --Retired person--lives alone, in poor health What kinds of stores are available? What alternatives are available for acquiring furniture? How do family's needs and situational factors differ? What long-term and short-term furnishing goals does the family have? How will the family pay for the new furniture? Debate the advantages/disadvantages of short and long-term planning for home furnishings purchases for each of the above families. Analyze each of these alternative sources of procuring furniture for each of the above families. --Floor samples, seconds or slightly damaged furnishings --Furnishing sales --Secondhand furniture --Unfinished furniture --Warehouse stores --Garage sales

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Purchasing furniture (continued)	Consider consequences of each alternative (cost, time to shop, time to locate, energy or physical ability to shop and repair, knowledge and skills to repair and refinish, time and energy to repair and refinish, a location and tools to refinish or repair) for each of the above families.
	Payment	Using resources, find ways to purchase furniture. Discuss the advantages and disadvantages of cash payment and consumer credit. Invite a retailer to explain types of credit available to purchase furniture. What types of payment might each of the above families use?
	Accessories	Bring in several room photos from magazines. Circle each accessory in the photos. List the accessories on the board. Demonstrate techniques and show examples of handcrafts (crochet, decoupage, embroidery, candlewicking, needlepoint) that can be used in creating interior furnishings and accessories. Construct samples of a variety of these handcrafts for a portfolio. List materials needed for each method. Choose one technique to investigate further, select materials and complete a room accessory project (pillow, wallhanging). Invite a person from a frame shop to demonstrate how to frame, group and hang pictures. Discuss the advantages/disadvantages, costs and skills required to frame pictures yourself. Invite a guest speaker from a local plant/flower shop to discuss the use of houseplants as room accessories. Find out about the types available, care required and effects possible. Summarize the main points covered. After studying the principles of flower arranging, invite a member of a local garden club to demonstrate flower arranging. Working in groups Discuss the use of terrariums as room accessories and investigate factors to consider in building them (containers, soil, combination of plants). Summarize your findings and construct a terrarium using the information collected.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Accessories (continued)	Identify one accessory item that can be purchased, made at home, or renovated. Investigate the cost (money, skills, time, energy) of obtaining the item by each method. Create the accessory item in class, keeping records of the time and money spent, assistance and skills needed. Upon completion, discuss acceptable means of obtaining the item, using criteria such as aesthetic beauty, ability, personal satisfaction, time spent and cost. Identify times when it might be advantageous to purchase or renovate an item rather than make it.
	Care of furnishings	After visiting a local department store, list all sources of information observed which might help with the selection and maintenance of home furnishings (labels, booklets, guarantees/warranties). Discuss the need for and use of each source. Study the labels on several home furnishings. Discuss the information provided and the laws affecting the labeling of home furnishings items, including textiles incorporated in them. Invite a professional home cleaner to discuss methods appropriate for maintaining home furnishings. Identify costs involved in terms of money, time, energy and skills. Demonstrate the proper use and maintenance of one common household furnishings item. Use consumer magazines, use-and-care booklets and other resources for preparing your demonstration. Review main points in a class discussion.
	Renovation/ restoration	Using resources list ways to improve or change old furniture. Analyze resource requirements, including knowledge and skills, for each method. Visit a secondhand store to observe types of furnishings which could be renovated or restored. Study and demonstrate various methods of renovating or restoring furnishings. Select an item and renovate or restore it. In class, discuss the possible expenses/savings which could result from restoring or renovating. Given one or more items not commonly thought of as furnishings (a crate, trunk, boards, bricks) describe possible ways the item(s) could be used for furnishing an interior space. Invite an upholsterer to show the before-and-after appearance of a piece of furniture. Discuss methods of reupholstering, skills needed and costs in money, time and energy. If possible, reupholster a piece of furniture.

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR PR 93. PROBLEM	Renovation/ restoration (continued) Reflection	IEE--Recycle or refinish a piece of furniture. Using the practical reasoning process, select furniture for a nursery. Utilizing as much of the original furniture as possible, show how the furnishings could be adapted/ rearranged/supplemented to meet the needs of a young child and then an adolescent. In Family Housing Simulation groups, use the practical reasoning process to select home furnishings for a chosen room. Discuss the following questions. --What factors influenced the selection of the furnishings? --Have all family needs been met? --How will guests feel when they come to the newly-decorated room/house? --How many people had a part in this decorating project? --How do you justify that this is the best selection for this chosen room? Family Housing Simulation groups present their home furnishing selections to the class. As a class, brainstorm suggestions for change and give supportive comments. IEE--Redecorate a room at home. IEE--Interview an interior designer regarding career options and requirements. FHA/HERO--Make home accessories and sell them at a Home Fair. FHA/HERO--Redecorate the Home Economics classroom. Assume you are moving to an apartment that has only a refrigerator and range. Determine the first three pieces of furniture you would purchase and explain why. Describe how your values entered into your decision and how they might vary if you were at a different stage of the life cycle.

PERENNIAL PROBLEM	What To Do Regarding Creating A Living Environment
PRACTICAL PROBLEM	What Should I Do Regarding Managing A Home Environment?
CONCERN/CONCEPT	Equipping and Furnishing the Home/Surface Treatments

HOMEMAKING SKILLS

- Select surface treatments for home
- Explore alternatives for wall, window, floor treatment

PROCESS SKILLS	CONCEPTS	STRATEGIES
95. PROBLEM		Select one room in your home or somewhere else and list the various interior surfaces present. Analyze each surface treatment in terms of appropriateness, ease of maintenance, design characteristics and durability. Make suggestions regarding improvements/changes that could be made to improve the quality and appearance of the interior surfaces in the room. Share in class.
	Wall/ceiling treatments	Using resources, research types of wall and ceiling treatments. Chart the effects created, costs, methods of application, ease of cleaning, durability, maintenance, colors available, noise level, aesthetic effect. Consider: --Dry wall --Paneling --Brick or stone --Cement blocks --Plaster --Ceramic tile --Mirror tiles --Plastic wallboard --Carpet --Cork --Fabric --Wallpaper --Paint (enamel, semi-gloss, flat, textured) After viewing samples of wallpaper and paint, discuss the selection of each on the basis of design, durability and upkeep. Investigate the costs of painting versus wallpapering various sized rooms. Identify factors to consider when choosing between paint or wallpaper for a given area (decorative effect, durability, cleanability, cost). Identify times when each type of wall treatment would be appropriate for particular family situations (bedrooms for a small child; a newly-married couple; a quiet teenage boy or girl; an active, sports-minded teenage boy or girl; a middle-aged couple). Explain your choices.

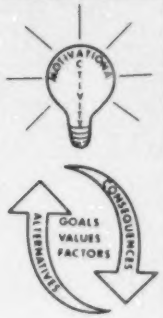
PROCESS SKILLS	CONCEPTS	STRATEGIES
	Wall/ceiling treatments (continued)	Visit a wood products company that manufactures interior paneling. View various kinds of paneling and finishes. Ask a representative to discuss factors regarding the construction, cost, application and care of various types of paneling. Summarize what you learned. Investigate various types of glass products currently being used for interior surface finishes. Analyze each for durability, ease of maintenance, cost and appearance. In class, identify the advantages and disadvantages of various types and indicate uses for which each type would be appropriate. IEE--Paper, paint, panel or create a new wall treatment for a room in your home. Choose a room and measure wall surfaces. Calculate square footage. Determine how much wallpaper, paint, or paneling you would need. Find the costs for each.
	Window treatments	Prepare a mural showing a room interior without window treatments. Show various possibilities for window treatments by placing cutouts of drapes, curtains, window shades and blinds over windows in the room. Analyze the effects of various treatments, colors, designs and textures on the room's appearance. Using resources, research draperies, curtains, shades and shutters (materials used, cost, construction, selection, use and care). Formulate guidelines for the selection, use and care of various window treatments. Invite a representative from a drapery store to discuss the types of window treatments which can be used in designing interior space and the visual effect each can produce. Using magazines, develop a portfolio of pictures illustrating types of window treatments which you find pleasing. Arrange them under the headings of curtains and draperies, shutters and blinds and window shades. Using resources, identify various types of windows and select appropriate types of window treatments for each. Practice measuring windows for curtains and draperies. Determine amount of fabric and costs.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Floor treatments	In small groups, study various types of floor coverings (vinyl, linoleum, carpets, hardwood, brick, slate). Determine the quality, use, design characteristics, cost, application techniques, upkeep and care of each. Complete product testing to verify quality and care features. Report findings in a class discussion. Using carpet samples, conduct durability tests. Compare results as to method of construction, flammability, cleanability and fiber content. Using carpet samples, experiment with various cleaning products available on the market. Write recommendations related to caring for and cleaning carpets of various fiber contents, weaves, designs and appearances. Test various samples of floor coverings for durability, resiliency and wear. Summarize results and discuss appropriate uses of each. Measure a room for floor treatment. Calculate amount of vinyl flooring and carpet needed. Find costs for each. Which type of floor covering would be most suitable for the following rooms. --Small child's playroom in a damp basement. --Kitchen of a family with four small children. --Formal living room of a retired couple. --Family room with much traffic. --Entry area.
	Cleaning	Collect several brands and types of cleaning agents designed for use on interior surfaces (wood cleaning products, floor waxes, window cleaners). Test products and compare results. Write recommendations for the use of each. In small groups, choose a family from Family Housing Simulations. Select appropriate treatments for walls, ceilings, floors, woodwork and countertops. Mount swatches and pictures in a collage to illustrate choices. Justify your choices in terms of family values, needs and resources. Consider effects on family and others.

PERENNIAL PROBLEM	What To Do Regarding Creating A Living Environment
PRACTICAL PROBLEM	What Should I Do Regarding Managing A Home Environment?
CONCERN/CONCEPT	Equipping and Furnishing the Home/Interior Design

HOMEMAKING SKILLS

- Apply principles of color, texture, design, line, shape, proportion, scale, balance, rhythm, emphasis and space
- Develop a plan for interior design
- Identify family members' design needs and preferences

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Factors affecting choice of interior design	Select a popular television personality or movie star. Brainstorm the type of room that the individual might have. Why do you think that different people choose different environments? Brainstorm the type of room each of the following students might have. Consider needs, wants, interests and hobbies. How do these factors affect choice of interior design? --Athlete --Intellectual --Comic --Preppy --Punk Analyze various areas in a living environment and list the activities family members carry out in them. Determine furnishing needs and then describe how furniture could be arranged so the areas are aesthetically pleasing yet still suited to individual and family needs. Find or create pictures showing contrasts in elements affecting environmental quality (dull vs. bright color, pastel vs. dark colors, confusion vs. order, unplanned vs. planned use of space, improper vs. proper lighting). Discuss elements which account for the differences.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Factors affecting choice of interior design (continued)	Divide in Family Housing Simulation groups. List family's goals, values, and situational factors. --How important is interior design to this family? --Does this family value beauty, functional furnishings, or both? --What colors does this family like? List the family members' resources, time, money and energy. List the specific needs of family members. Suggest a possible design for a family/living room which meets the family's needs. List advantages and disadvantages of your choice. Each group present the design for the family/living room and how family members' needs were met. Evaluate results. Discuss possible changes. In Family Housing Simulation groups, role play the family members in their newly-decorated family/living room. How do they feel about the furnishings selected? What kind of activities are they doing? Are all family members pleased with the newly-decorated family/living room? IEE--Look through a decorating magazine. Mount in a scrapbook photos of rooms that you like and would feel at ease in. Also mount in a scrapbook photos of rooms that you do not like and would feel uncomfortable in. Compare the furniture designs and colors used in the rooms. IEE--Redecorate a room in your own house or apartment. Identify places in the school which need aesthetic improvement. Analyze feelings about those locations (What does the lunchroom look like? Is it a pleasant place to eat? Why or why not? What could be done to improve it?). Report results in class. Make recommendations to the administration regarding areas of the school which could use aesthetic improvement.

PERENNIAL PROBLEM	What To Do Regarding Creating A Living Environment
PRACTICAL PROBLEM	What Should I Do Regarding Managing A Home Environment?
CONCERN/CONCEPT	Equipping and Furnishing the Home/Interior Design

HOMEMAKING SKILLS

- Identify interior design principles
- Apply design principles to interiors

PROCESS SKILLS	CONCEPTS	STRATEGIES
		View four or five soap operas or popular television programs. --What kinds of furniture arrangements did you see on the stage sets? Backgrounds (wall coverings), carpet, or floor coverings? --What kind of accessories are used in the rooms? --Do you think these sets are typical of everyday homes? Why or why not? --What kind of people would be comfortable living in these rooms/sets? --What furniture styles are used?
	Factors affecting design decisions	In small groups, choose a family from Family Housing Simulations. Discuss the following questions. --How does exterior design influence interior design decisions? --What additional furnishings do you need and want to buy? --What currently owned items can you use? --Will your new purchases complement what you already own? --How can space and furnishings be arranged or rearranged for both individual and group activities? --Who will be responsible for care and upkeep? --What are your special requirements? --What are your decorating preferences? --What kind of resources (time, money and energy) are available? From your discussion, list factors affecting interior design decisions.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Factors affecting design decisions (continued)	Find two pictures in which color expresses a mood to you. Describe the mood. Why do colors seem to contribute to this mood? Mount each picture using a color that brings out the color you like best. Which one of these pictures would you like to hang in your room? Why? It's "Kool-Aid" time. Bring a tray of clear glasses with "summer drinks"--cherry, blueberry and lemon. From the three primary colors, explain the concept of the color wheel--hue, intensity, shade, tint, neutrals; and the basic color schemes--complementary, monochromatic, analogous, double complementary, triadic and split complementary. Individually or in groups, search through magazines and make a collection of colored pictures showing room interiors. Label each one according to the type of color scheme represented. Combine illustrations to form a bulletin board. Find pictures in magazines that illustrate the use of warm and cool colors in decorating interior space. Explain the effect of each on appearance of room size and overall feeling given. Study examples of how color has created an illusion of more or less space. Select samples of paint from paint chip charts or wallpaper samples and make recommendations for a large, sunny south room; a large, dark north room; a small, sunny room; a small, dark room. Summarize how color can be used to a decorator's advantage.
	Texture	Collect items of various textures. (Paint swatches, wallpaper books, carpet samples and other furnishing materials.) Determine textures that are pleasing when combined. Analyze why this combination seems pleasing.
	Lines	On a flip chart or mural, draw heavy dark lines in one direction (vertical, horizontal, curved, diagonal). Identify the effect that each type of line generates. Compare responses. Study a magazine picture. What kinds of lines were used most often. How do they contribute to the mood of the picture? (Calm, sleepy, exciting.) Discuss the different

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Lines (continued)	feelings lines create. (Vertical, horizontal, diagnonal, curved, fine line, heavy line, tightly curved, changing line.) Select examples of different types of line in the classroom. Discuss the mood or feeling they create, and name examples of other home furnishings in which these lines can be found. Look through old wallpaper books, cutting out examples of types of forms: natural design, conventionalized design, abstract design and geometric design. Share examples and discuss the effect of each in creating a functional environment. Consider the shapes of objects as you create table settings, arrange a grouping of room accessories, or select a piece of furniture. Which would be best for the shape of your table--a round or rectangular placemat? Which shapes will you combine for the accessory grouping on your coffee table? Experiment with many things to learn how to group them for variety and interest. Cut out four or five geometric shapes from one color of paper. Arrange in a manner which illustrates rhythm and emphasis. Discuss how space can affect illusions and interest.
	Rhythm	Study your own room carefully. Do you get a sense of rhythm? If so, tell where you see the use of rhythm in color, line or shape. If not, what could you change or add to produce more?
	Proportion and scale	Look at many lamps in catalogs, stores, newspapers, homes and magazines. Look at the proportion. Is the shape size in good proportion to the size of the lamp base?
	Balance	Compare pictures of formal and informal balance. Describe the method by which balance was achieved in each. Make a list of other ways the same types of balance could be produced. Take a field trip. Look at store window displays. (Furniture, china and glassware, lamps, jeweler's windows.) How many times did you see formal and informal balance? Which did you find the most attractive?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Balance (continued)	Bring a variety of small accessory items (vases, books, planters, lamps) to class. In groups of two or three, arrange chosen items in a manner that shows good balance and proportion. As a class, discuss the different arrangements.
	Emphasis	Find a magazine picture of a room. What is the focal point in the room? Plan how you could use your favorite picture as a center of interest in your own room. Arrange a group of objects to give emphasis to something you like. Explain.
	Integration of design principles	Given a magazine picture of a room, analyze how consistency in color, line and texture affects overall harmony. Share results in class. In small groups, develop displays illustrating interior decorating principles. Observe and evaluate which display best illustrates harmony. Discuss reasons for choices. Make a portfolio of pictures illustrating each of the art principles (balance, rhythm, harmony, proportion, emphasis). Label each picture and explain the effect that the principle has on the total appearance of the room. Share pictures and descriptions in class.
	Lighting	Analyze the lighting needed for the activities of the following room. What types of lighting are needed? What kinds of lighting are available?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Lighting (continued)	Using resources, find different types and uses of lighting in interior spaces. Discuss natural and artificial lighting, lighting fixtures, and the need for lighting in various locations. Write a short paper describing how lighting could be used to improve your personal living space. Share papers in class.
	Sound	List the positive and negative effects of sound in a home. Suggest alternatives for reducing noise pollution and for creating positive effects.
	Space -Functional	Study the arrangement of furnishings in the classroom. Describe changes you would like to make for more functional use of the space.
	-Illusory	Find a picture showing how color has given an illusion of space. Find a picture showing how the size of an object can give the appearance of being far away in space.
		Arrange the classroom so that traffic patterns, lighting and ventilation are poor. Create noisy or irritating sound conditions. Tape record comments of individuals entering the room. Listen to the tape and identify factors to consider when creating a functional environment.
		Develop a checklist of factors to consider when arranging furniture in each room of a home. Use this checklist to evaluate room arrangements shown in magazines and home decorating books. See *Keypoints for Arranging Furniture and *Principles of Arranging Furniture.
		Reproduce a room at home on graph paper. (1/4"- 1 foot) Using *Furniture Cut-Outs, arrange the furniture. Use *Furniture Arrangement Check Sheet to evaluate the furniture arrangement. Compare and share in class. Suggest improvements.
		Using the floor plan of your own or another home and templates of existing furnishings, rearrange the furniture to meet the needs which would arise should you have a handicapped visitor, a child's birthday party, a buffet dinner, a sit-down dinner for 12 or a six-foot Christmas tree. Share ideas in class.
	Reflection	As a class, develop a set of questions which you would ask a family if you were their interior designer.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Reflection (continued)	In Family Housing Simulations groups, choose answers to the set of questions developed above. Then select two different design plans for one room. Pose alternatives and consequences for each plan. Class will select the better of the two plans. In each case, consider these questions. --Do the furnishings reflect the lifestyle and personal tastes of the family members? Will the family be comfortable in a room which is not decorated in a design they like? --Is this what's best for the family? What might they give up (vacations, movies, a new car) in order to redecorate? --Are the principles of design evident?

LE 2.34

KEYPOINTS FOR ARRANGING FURNITURE

1. Be flexible and allow for changes to be made.

2. Plan on paper first and think the plans through.

3. Plan for one focal point. Balance large pieces on wall facing the focal point (windows, fireplace or walls containing the focal point).

4. Plan each room with a purpose in mind.

5. Use furniture that is in keeping with the scale of the room itself. Place shapes in space to form a pleasant and practical relationship with the room. Achieve a good balance of high and low, angular and rounded furniture.

6. Keep in mind traffic patterns.

7. Arrange the largest piece of furniture first. Use these large pieces of furniture to maintain balance in the room. Avoid pushing large pieces tightly into a corner.

8. Arrange the heaviest furniture grouping along the highest wall in rooms with slanting ceilings.

9. Beauty and good design are important, comfort and convenience are the most essential.

10. Avoid overcrowding.

SPACE REQUIREMENTS

3 feet for traffic lanes
18 inches between low areas (sofa, tables)
2 to 3 feet on at least two sides of the bed
3 feet in front of drawers and closets opening outward
allow space for furniture that expands outward (sofabeds)
6 inches between wall and furniture
2 to 2-1/2 feet between higher pieces of furniture (breakfront, desks)
2 feet between dining chair and wall behind it
3 feet behind the chair for passing behind it (for serving meals)
10 feet in diameter for conversation area

LE 2.34

PRINCIPLES OF ARRANGING FURNITURE

1. Select furniture that is scaled or in proportion to the room and to the family using the furniture if you expect to be pleased with your arrangement.

2. Select a center of interest, and subordinate all other interests to it.

3. Observe the rules of balance (a) so that large pieces of furniture on one wall balance doors, fireplaces, windows or large pieces on the opposite wall and (b) so that each wall is balanced from top to bottom. For example, a large picture over a small table will make the table seem light and the wall heavy. Each room is more restful if one wall shows formal balance, but the effect is monotonous if every wall expresses formal balance.

4. Retain good proportions by placing large pieces of furniture on large wall areas and small pieces on small wall areas.

5. Keep traffic lines in the hall and in each room clear because it is annoying to bump into chairs, tables, or beds when passing through a door.

6. Place all large pieces of furniture parallel with the structural lines of the room.

7. Avoid using too much furniture.

8. Scatter upholstered pieces of furniture among wood pieces.

9. Avoid letting all furniture hug the walls, but at the same time, avoid filling too much of the center floor area.

10. Place large pieces of furniture, such as sofas, beds, chests, pianos and so on, before trying to place small pieces.

11. Arrange all furniture with purpose and function in mind, grouping those pieces which are needed for an activity.

12. Individual pieces should be placed so that they are convenient, their use is obvious, and they are not interfered with by other objects.

13. Furniture should be placed in its relation to architectural or mechanical feature, so that there is no interference with their operation. Attention should be given to the swing of doors, the opening of windows, and the operation of electrical or heating devices.

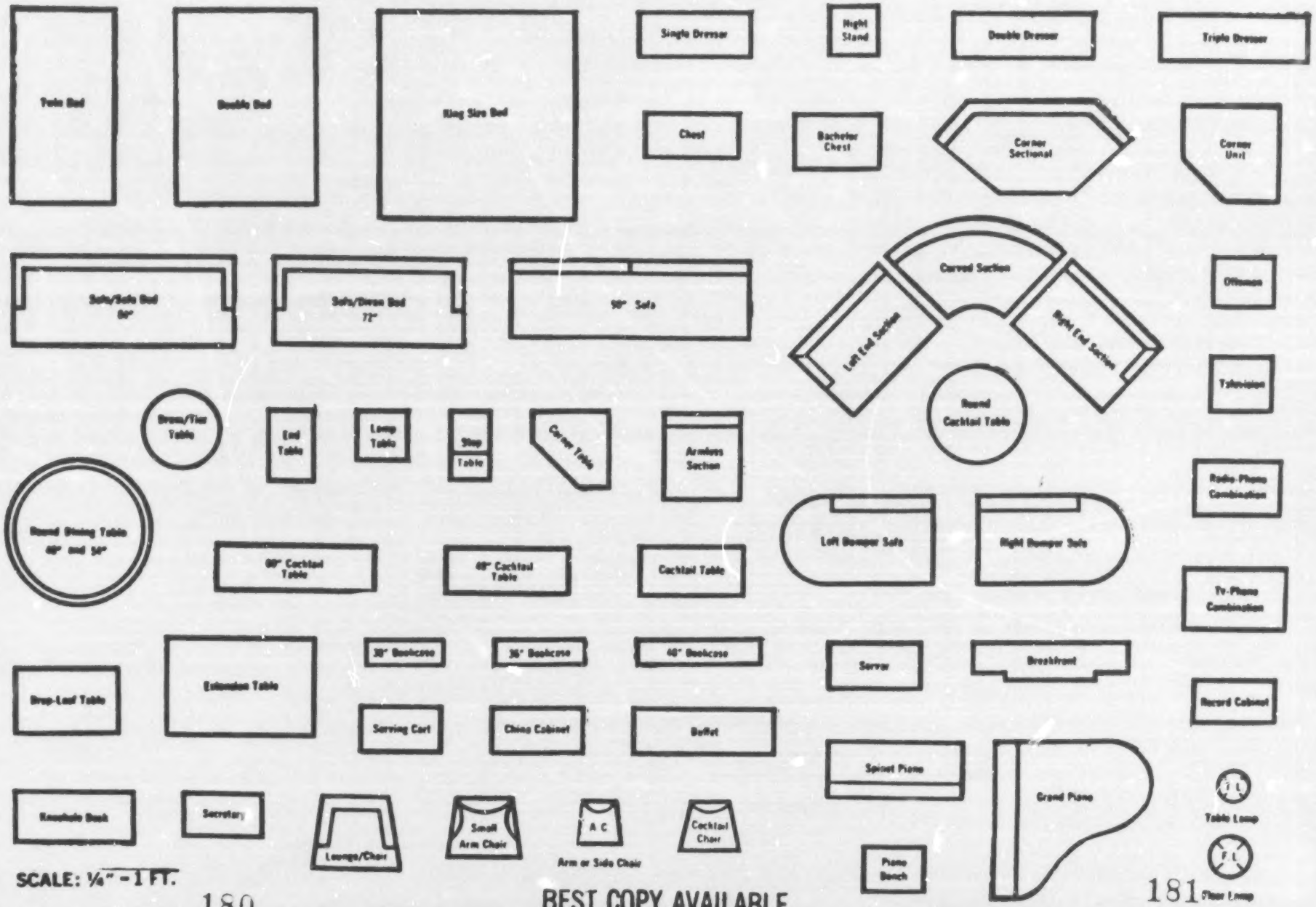
14. Pictorial surfaces (scenic paper, mural decorations, tapestries, and large hanging pictures) should not be hidden by furnishings to a point that their visibility is marred.

15. Some seats should always be located to take advantage of natural light and view.

16. When placing a T.V., plan the seating arrangement so that everyone has an unobstructed view of the set and where there is no glare on the screen.

17. A room plan must consider the colors, furniture, floor coverings, window treatments and accessories.

FURNITURE CUT-OUTS



SCALE: ⅛" = 1 FT.

180

181

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109.

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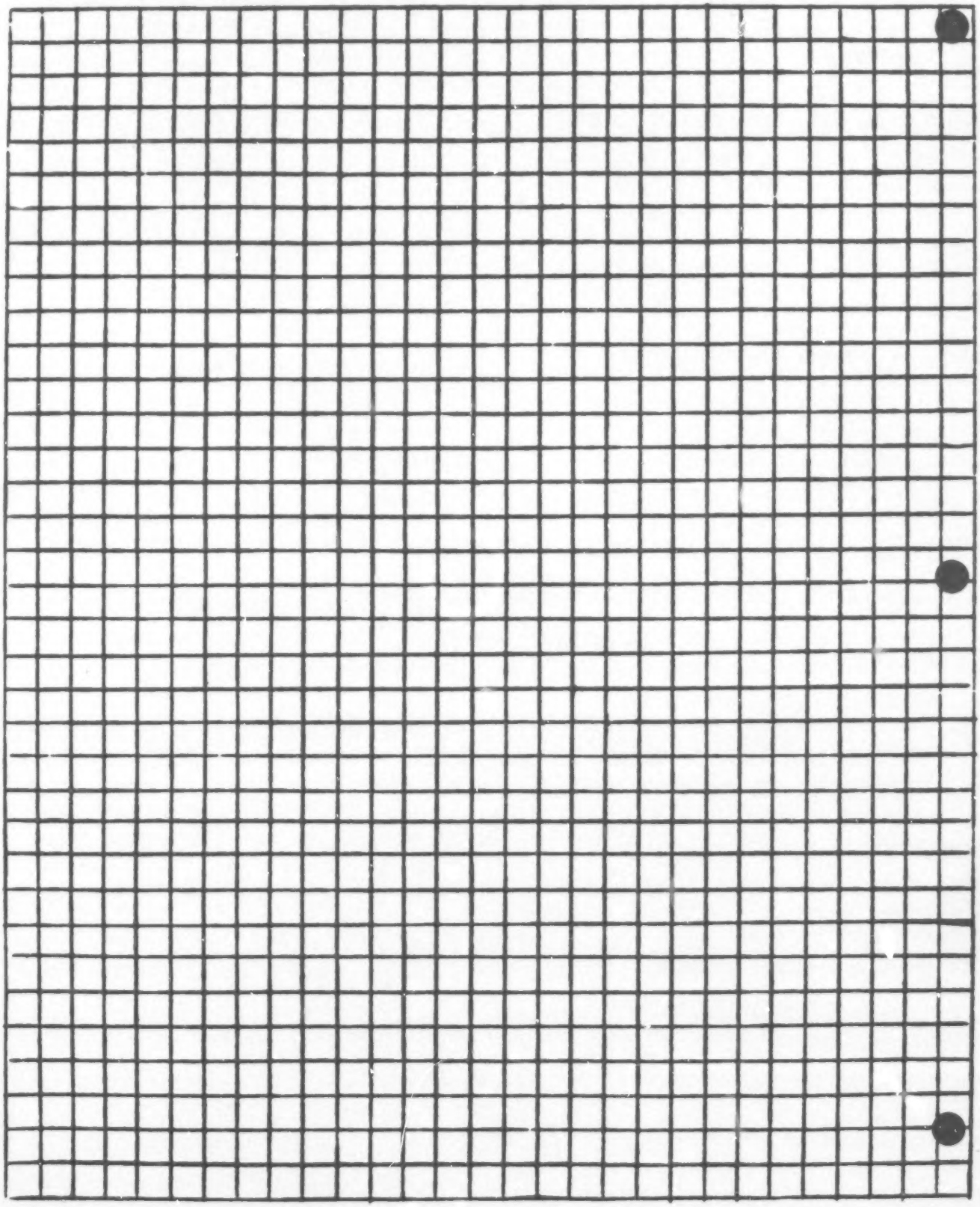
Space Plan of area - Before

(Lines form ¼ inch squares. ¼ inch = 1 foot of furniture and measurement)



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FURNITURE ARRANGEMENT CHECK SHEET

Put a check mark in the column after those statements that apply. The column with the largest number of checks will be your best arrangement.

General	Try different ways: #1	#2	#3	#4
Furniture does not interfere when door swings				
Furniture does not block electric light switches				
Furniture does not block heat outlets				
Furniture does not interfere with opening of windows				
Furniture has been grouped for different activities desired				
Storage has been provided near the point of use				
Adequate lighting has been provided throughout the room				
Traffic lanes have been kept open; major pathways are 3' wide, or more				
Conversation areas place people within 8 to 10 feet of each other				
Tables of suitable height are provided near chairs or beds				
Table height plus lamp base height to bottom of shade = eye height when seated				
Furniture is arranged in groups which balance each other around room				
Spacing between furniture is uneven, for greater interest				
Furniture that might over-balance is blended in color with background				
Color is distributed rhythmically around room				
Vertical balance can be achieved with windows, furniture, pictures				
Furniture is placed so eye can move rhythmically around walls (visualize)				
Space in front of view windows, furniture, pictures				
Most furniture, except small pieces, are placed parallel to a wall				
Television set is placed so screen does not face a window				
Piano is placed so piano player faces into room rather than into wall				
Some free space is left in room for card tables, or children's play				
Room has an important center of interest or focal point				
SCORE				
For a small room				
Furniture is small in scale and visually lightweight in material				
Furniture is arranged in compact groups related to the walls				
Space in some of the room and in front of the windows is kept clean				

PERENNIAL PROBLEM	What To Do Regarding Creating A Living Environment
PRACTICAL PROBLEM	What Should I Do Regarding Managing A Home Environment?
CONCERN/CONCEPT	Equipping and Furnishing the Home/Home Computers

HOMEMAKING SKILLS

- Evaluate use of home computers

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Brainstorm all the ways in which you use computers now (video games, computers in banks).
	Use in the home	Develop a list of ways in which computers may be used in the home. Think creatively and add more to the list. (Banking; shopping; energy management; monitor investments; recordkeeping; medical bills; insurance; mailing lists; tax preparation; budgeting; checkbooks; recipe files; running appliances; equipment and alarm systems; education for children and adults--math, language; games, creative programming; computer literacy; word processing; subscribe to data bases (Dow Jones--Compu-Serve); analyze special dietary needs.) Using resources, develop a description of each possible use (listed above), purpose, type of software programs available and how to use. Invite speakers who are using computers to demonstrate functions for the home.
	Hardware and software for home use	Visit a computer store. Develop a chart of features of home computers and costs. What accessories are available? Is computer capable of expansion? How much software is available? Examine types of software available for home applications. Use computer magazines to evaluate features and costs. Debate: Software should determine choice of hardware. Demonstrate and evaluate software for home computers. What software needs to be developed?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Hardware and software for home use (continued)	List factors to consider in selecting a work station for the computer. See the information sheet *Selecting the Proper Computer Work Station.
	Disadvantages of home computers	Analyze disadvantages of home computers (initial cost, cost of software, time required to enter data, maintenance, obsolescence, over-use of games).
	Community resources	Explore opportunities to use computers in your neighborhood (libraries, schools, community education programs). List courses available for computer education and costs. IEE--Interview a family who owns a home computer. Evaluate time spent and satisfaction with computer. Share with class.
	Computers for children	FHA/HERO--Using simple program language such as LOGO, do a computer activity for young children.
	Future	In many future forecasts it is suggested that more people will stay at home and work from their home computer. How might this affect the worker? Other family members?
	Careers in the home	Are there any new career opportunities which may arise as a result of potential for computer applications or communications in the home?
PR	Reflection	Develop profiles of families for whom a computer purchase would be worthwhile.

LE 2.35

SELECTING THE PROPER COMPUTER WORK STATION

- Just because it is called a desk-top computer does not mean it will function well on a desk. Most desks are [illegible] inches high, three inches taller than typing height. Computers require typing to enter data. A keyboard on a desk would be too high for comfortable work.

- If you have a special video monitor it should be directly in front of you as you work at the computer keyboard. Some computers are flat on top, to hold the video monitor. The best height is two or three inches above the top of the computer.

- If you plan to use a television console for your video screen, find a way to put the computer in front of the television, but far enough away so that you can see over it to the television screen (unless your console television is mounted high on a cabinet.)

- The computer needs space around it for air circulation. Although the computer is rarely more than 18 inches deep, it should be six inches from the wall behind it. This also gives you room to reach the on/off switch, which is at the back of most home computers.

- You need room for the cassette tape recorder or the disk drives which hold the programs.

- Most desks have kneeholes for only one person; often two people work on a program or play a game together at a computer.

- If you use a printer, you need to put it near enough so that you do not have to get out of your chair everytime you want to put in or take out a piece of paper.

- Computers seem to amass tangled skeins of electrical wires. A good computer station has tracks for these wires which keep them away from feet and chair legs.

- Lighting for the computer should be diffused so that there is no glare on the screen.

- There should be no eating or drinking around the computer. Crumbs and spilled liquids can lead to big — and unnecessary — repair bills.

- The computer generates traffic and noise, and should not be in a room which is too small for visitors or used as quiet a retreat.

- Programs need to be stored safely to avoid damage. There are boxes and cabinets made for that purpose, or you can set aside a drawer or shelf for programs, disks, etc.

- If you use your computer as a terminal for timesharing or a databank, you need a telephone. The telephone company can install a dedicated computer line, and provide a telephone for your computer. Check with the telephone company business office for more information.

Adapted from Today (Compu-Serve), Nov/Dec, 1982.

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PERENNIAL PROBLEM	What To Do Regarding Creating A Living Environment
PRACTICAL PROBLEM	What Should I Do Regarding Managing A Home Environment?
CONCERN/CONCEPT	Equipping and Furnishing the Home/Storage

HOMEMAKING SKILLS

- Store household items properly
- Store personal items properly
- Organize equipment to save time and energy
- Use do-it-yourself skills when possible

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Choose a drawer in the laboratory. Throw articles in so that it is totally disorganized and the door or drawer will not close. Contrast this with a neatly organized drawer. What are the consequences in having a drawer or cupboard disorganized? (Not being able to find anything, broken objects.) What are the consequences of having storage space organized? (Efficiency, pleasant aesthetically.) Discuss this statement--"Adequate storage and efficient storage makes work more pleasant and more efficient." --Is it important to be organized? Is this a value for some and not for others? --Is it important for everything to have a place? Why or why not? In a round-robin discussion, tell the tale of a student who was disorganized at home and school. Each person describe one event in the day of that student.
	Principles of storage	Using resources, identify principles of storage. Survey your own home. Identify storage areas and indicate whether principles of storage have been used. (Consider such factors as storing like things together, storing items at point of first use, sorting items.)
	Storage devices	Share storage ideas/devices used in your home. Visit a mobile home dealership to discover how storage is provided in mobile homes and compare with storage provided in your own home. Determine the storage needs in your own bedroom and develop a plan to meet those needs. Share your plans in class and implement, if possible.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Storage space	Develop a checklist for evaluating available storage in a home. Visit several houses or apartments and evaluate the storage space provided in each. Brainstorm creative ways of providing additional storage space (using different arrangements; purchasing or making devices designed to improve storage). Construct a display illustrating your ideas. Evaluate the storage space provided in the home economics classroom. Make suggestions for improving convenience, efficiency and accessibility. Implement one or more of your ideas. List at least three hobbies and discuss the storage needs. (Recorded music, gardening, jogging, skiing.) Develop a list of items typically difficult to store (unusually shaped equipment, garden supplies, camping gear). Suggest ways in which storage might be provided for these items.
	Types of storage	Using resources, identify types of storage. (Furniture, built-in, seasonal, rented, improvised.) Compare storage furniture with built-in storage that you cannot take with you. Discuss the increase in value of a dwelling as a result of built-in storage. Investigate the availability and price of rented storage space in your community. Brainstorm reasons these are available. Under what conditions might you purchase storage? Make a display of items which contribute to the efficient use of storage. Discuss the advantages and disadvantages of items, such as multiple skirt and blouse hangers, garment bags, tie, belt and shoe racks, hanging shelves and step shelves for storing trays, revolving shelves in kitchen cabinets or refrigerators. What might be the cost of such storage? Could you make any yourself and save money? What alternatives might you provide in your home? What consequences would these adaptations have for you and for your family?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Types of storage (continued)	Refer to the Family Housing Simulations and compare how adequate storage space for each family differs.
	Organization within the storage areas	Bring a bag of items to school. Examine each item. Where would you store these items? Would you store any together and why? Consider why everyone does not make the same decisions. In groups according to the number of kitchens you have in laboratory, have each group rearrange storage area to eliminate unnecessary steps in food preparation. Conduct a contest to see which group can prepare a meal in the least amount of time. Have everyone prepare the same simple meal. Which group took more steps to prepare the meal? Which group took the most time? Why? How does organization of storage affect work efficiency? What other factors may have affected work efficiency? After discussion and reorganization, compete again. Discuss values and other contributing factors. Does it affect others coming in to work in the laboratory after your group? How does it affect the attitude of the group when members come in to use a neat kitchen? When they leave a neat kitchen? Do group members consider others when they throw things in the drawers? Should they? What is best for all? FHA/HERO or IEE--Make storage accessories to be used at home, to give as gifts or to sell. Make a locker organizer. IEE--Make and carry out a plan for improving storage area in your home, dresser drawer, closet, desk. Report how you like the new plan. How has this affected others in the family? Was this a good solution? IEE--Reorganize your own closet. Hang all like items together. Make fabric covered, wallpapered or contact paper covered storage units. IEE--Make cloth shoe bags for the back of the clothes door, draw string laundry bags, skirt hangers made with clothespins, covered shoe boxes to store small items on closet shelves, padded hangers.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Reflection	In groups, dramatize situations which point out the importance of convenience in storage. (Two groups make lemonade in a disorganized kitchen while others observe and jot down points of poor storage and inefficiency.) Develop a checklist that includes a rating from "poor" to "adequate" to "superior" for the storage location, type of storage facility, arrangement in storage area and ease of obtainment from storage. Evaluate floor plans for adequacy of storage. In small groups, make a transparency of plans, present to class and discuss.

PERENNIAL PROBLEM	What To Do Regarding Creating A Living Environment
PRACTICAL PROBLEM	What Should I Do Regarding Managing A Home Environment?
CONCERN/CONCEPT	Equipping and Furnishing the Home/Environmental Control Systems

HOMEMAKING SKILLS

- Check environmental control systems for resource efficiency and safety

PROCESS SKILLS	CONCEPTS	STRATEGIES
121. PROBLEM		The Brown family who live in your area has been concerned about the size of the utility bills. Mrs. Brown has also been frustrated when the fuses are blown when she plugs in two electrical appliances at the same time. Since they live on a farm (in a city home) that was built many years ago, the plumbing often leaks. There have been some questionable persons recently seen in the area. Since they have some valuable antiques, they have concerns regarding what might happen to them when they are gone. The antique furniture also seems to be loosening at the joints.
PR		The family has decided they must make some decisions and start to work on these problems. Using the practical reasoning process, what would they do regarding improving their environmental control systems? Should they relocate, replace, repair or add to the environmental control system in their present home?
	Types of environmental control systems	Identify "environmental control systems" that can help conserve energy, save money and also give more security, comfort, efficiency and safety. --Heating, ventilating, air conditioning --Heat pumps --Solar space heating where gas and oil are in short supply --Zoning and multipoint control systems in larger residences --Electrical load management control options for appliances and major equipment --Solar water heating (especially in the South)

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Types of environmental control systems (continued)	--Customized ventilation to provide outdoor air where needed --Natural ventilation --Copper plumbing--water saving fixtures --Humidifiers and dehumidifiers --Security systems FHA/HERO--Plan a field trip to a location where new homes are being built and to a place where old homes are being rejuvenated. The construction or remodeling should be at the stage that these environmental control systems are installed. Individuals or small groups choose specific systems to observe and to survey in detail and report findings back to the total group. --Obtain any printed materials available regarding the system being studied. --Talk to contractors and workers if possible. --Research probable cost of the system you are studying. What all is included in the cost?
	Factors to consider in choice of environmental control systems -Personal needs and wants -Resources available -Fuel available locally -Capacity and efficiency of equipment -Equipment no larger than required	Use the factors to consider in choice of environmental control systems (listed in Concepts column) as you evaluate the systems being studied. Report to the total group the decisions you think the Brown family should make. Is there additional information you need to know about the Browns before you can make valid decisions and justify them? --What alternatives might you have them consider if extremely limited finances is a problem? --Would you think it would be better to relocate in a new home or rejuvenate their old home? --If finances are not an important issue, what alternatives or additional kinds of luxury features could be included? List consequences for each choice you made for the Browns in regard to the systems you studied. --Would any of these consequences affect anyone besides the Browns? --In light of this observation, would you change any of your choices? Explain why or why not.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	-Ducts or delivery systems -Heating and cooling systems located centrally -Operating costs Help for others	Monitor or record sounds in various environments (classroom, rush hour traffic, living room, office, hall). Evaluate the effect sounds have on people in different circumstances such as when sleeping, studying, watching TV or eating dinner. Suggest ways to control sounds in homes. All members work together to develop a handbook using materials gathered. Print, if possible, and share with others in the community. Include information on each type of system. --Comparative cost --Advantages and disadvantages --How to calculate needed sizes, quality and quantity --Where to get additional help IEE--Develop additional information for the handbook on how to save and maintain systems longer and how to make them more efficient. Choose one environmental control system that is of special interest to your own family and do the research necessary to make the decision whether to add it to your home. What are the alternatives and consequences? What will be the best solution for your family? Consider the effect on others. Will there be any reasons your family should not carry out the plan?

PR

PERENNIAL PROBLEM	What To Do Regarding Creating A Living Environment
PRACTICAL PROBLEM	What Should I Do Regarding Near and Far Living Environments?
CONCERN/CONCEPT	Sharing Environments/Space

HOMEMAKING SKILLS

- Plan ways to utilize space
- Provide a pleasant, harmonious environment
- Explore alternatives for sharing space

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Utilization of space to meet needs of individuals and families	Describe a one-room schoolhouse. Discuss how space needs were met or handled. Give example of adequate space for a given family. Which rooms may be shared by all family members? Which rooms may be used by the least number of persons? Which room would often be in demand? Brainstorm--Why can some families live comfortably sharing a small space while others are not happy with even a large space? Discuss what values and factors contribute to one's space requirements. Move classroom tables or desks away from the center of the room. Give each student something to read and have each take a chair to some spot in the room where he/she feels comfortable and uncrowded. Locate yourself in the center of the room. Ask the students to begin reading. After several minutes ask them to move toward you, then resume reading. Repeat this until the entire group is as close together as they can get. Encourage students to share these feelings as they move closer together. Did crowding affect concentration? Why or why not? Examine handout *Touchpoints for Human Interchange. Discuss how these factors affect how you share living space with others.
	Ideas for sharing space	Visit a mobile home and show how space requirements are met for a given family.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Family activities may be influenced by available space	Use magazine articles or bulletins from hardware or paint stores, department stores, lumber yards and extension services to find different methods used for planning space shared by family members. In groups of two, carry on conversations at varying distances (12 yards, 6 yards, 3 yards, 1 yard). Discuss how personal space needs vary as the desirable distances for conversing change when interacting with strangers, friends and family members.
	Personal space	Complete a personal reaction inventory by answering questions related to personal space needs (How do you feel when you enter a crowded room? How do you feel in a smoke-filled room? How do you feel when seated in the middle of a crowded restaurant? When have you felt that a room is closing in on you?). Share reactions in class. Simulate various personal space situations. Discuss personal feelings revealed by the simulations and summarize personal space needs.
	Sharing space	Determine the physical, psychological and social effects of sharing space on people in simulated families. How are these altered under the following circumstances: Handicapping conditions, stage of life cycle. Share personal information regarding sharing of space in your own homes. Discuss ways activities and hobbies influence the sharing of utilized space. Are all family members considered? Take a survey in your house. Do you have enough space? Are you utilizing the space you have? Could you live comfortably in a smaller house? Do you need more space? How much space would you need in the future if you moved from home? Do library research to illustrate living patterns in other lands. How much housing space does each family have? If divided in rooms? What activities does the family participate in inside the house? Outside the house? How does the family's housing influence its activities? Point out unique ways space limitations have been handled in foreign lands. Members analyze the sharing of space in the home economics classroom and laboratories. List conflicts that may arise from sharing space. List possible solutions to these conflicts.

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM	Reflection	Using simulated families construct a plan for sharing a room. Which features in these rooms promote privacy and adequate storage for two or more people? Consider personalities, hobbies, lifestyles, interests, activities and employment for members of the family. Situations may include sisters sharing a bedroom and closet; daughter wanting to fix snack for her friends while mother is preparing the family's dinner or using the garage to store younger children's toys and play equipment in addition to teenage son's motorcycle and camping equipment. Role play situations showing conflict among family members which has arisen because they must share space. Class offers solutions to these conflicts. List other alternatives. After considering alternative plans, reconstruct a plan for sharing a room in your simulated family.

LE 3.11e

TOUCHPOINTS FOR HUMAN INTERCHANGE

Factors in the Public Domain That Limit Interchange

Expressways, freeways
Lack of communal resting places
Supermarkets
Deserted neighborhoods
Stationary seats
Food vending machines
Nonconcentric land development schemes
Isolated housing
Drive-in restaurants
Telephone recordings
Post office box

Factors in the Public Domain That Encourage Interchange

Sidewalks, trailways, bike paths
Park benches
Specialty shops
Street vendors, street life
Movable seats
Restaurant or counter service
Concentric land development schemes
Neighborhood associations, co-ops
Walk-in restaurants
Live human voice
Home mail delivery

Factors in Private Lifestyles That Limit Interchange

Meals eaten alone
TV dinners
Private room, separate apartment
Private garden and tools
Private car, lone driver
Back patio
Television
Telephone shopping
Solitary work
Disco dancing

Factors in Private Lifestyles That Encourage Interchange

Meals shared
Family-style dinners
Shared quarters
Shared garden plots and tools
Car pool
Front porch
Telephone, games, sports
Store shopping
Team work
Square, folk and ballroom dancing

Variables That May Retard Interchange

Abrasive noise
Blank walls
Monotony of color
Too little or too much space
Fatigue
Pressure of deadlines
Time schedules uncoordinated with other family members
Preachiness, dogmatism
Tendency to create guilt in others
Compulsive talking
Self-absorption
Focus on weakness--own or others
Absence of greenery

Variables That May Enhance Interchange

Peaceful atmosphere
Tastefully decorated walls
Vitality of color
Comfortable space
Restful state
Work breaks
Coordinated time schedules
Tolerance for many viewpoints
Display of warmth and affection
Listening habit
Genuine interest in companions
Focus on strengths--own or others
Plant life

Source: J.H.E./Summer 1981, p. 41.

PERENNIAL PROBLEM	What To Do Regarding Creating A Living Environment
PRACTICAL PROBLEM	What Should I Do Regarding Near and Far Living Environments?
CONCERN/CONCEPT	Sharing Environments/Public Areas

HOMEMAKING SKILLS

- Explore alternatives to sharing public space
- Practice the acceptance of responsibility
- Maintain safe environment
- Obtain information about community services
- Dispose of trash and garbage

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Factual versus value claims—public areas	Take a walk through your school observing restrooms, lunchrooms, halls, outside areas. Document evidences of litter, graffiti, vandalism. Develop factual statements regarding observations (paper towels are on the floor; students left trash on tables). Develop value claims for factual statements using this format: Value premise--It is undesirable to eat with leftover trash on the table. Factual claim--Trash is on the table and microorganisms are present. Microorganisms cause disease. Value conclusion--Leaving trash on the table is undesirable.
	Shared environments	Individually do *Situations - Your Environment. For situations, research cost of actions, safety and health aspects and time involved to restore area. Use custodians and local public maintenance personnel as resources. Do *Role Exchange Test. Discuss questions as a class. Do *Universal Consequence Test. Discuss questions as a class. Visit two different apartment buildings to observe the arrangement of service and public areas. Evaluate each in terms of the degree to which provisions are made for such things as outdoor living, recreation, trash disposal and laundry. Suggest ways in which the facilities might have been better planned or arranged.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	School environment	FHA/HERO--Develop a plan of action to solve particular concerns regarding the school building and grounds. (Public speaker announcements, clean-up day, posters.) In pairs, create a story of students' travels to and through a school which is littered. Share feelings.
	Community services	List areas in our environment which we share. (Parks, apartments, hallways, city sidewalks.) For each area, describe problems in maintaining the environment. Generate alternatives (positive and negative) for each problem and analyze consequences. For each of the following needs, identify environmental areas which may be shared. --Recreation (Parks, pools, tennis courts, playgrounds) --Education (Library, neighborhood classes) --Culture (Theaters, art museums) --Transportation (Public, bike paths) The Smith family and the Short family are neighbors. There is no bus transportation in their community. Gasoline is expensive. There is much congestion to and from work. The families work slightly different hours. What would be the best alternative if each of these values were most important? --Efficiency/convenience --Economic --Independence --Environmental preservation --Companionship --Community improvement
PR		

LE 3.12

SITUATIONS - YOUR ENVIRONMENT

Listed below you will find various situations and actions related to the situations. Place yourself in each situation and rate your reactions to your action.

1. It is the end of the year and locker clean-up time. You throw all your locker contents on the floor and hurry home.

Action OK | No Problem | Action Unacceptable

2. Lunch is over and as the bell rings you leave your tray and food leftovers on the table and rush to class.

Action OK | No Problem | Action Unacceptable

3. Homeroom information sheets were passed out. You read the information, but you were not interested. You leave the papers on the desk as you leave.

Action OK | No Problem | Action Unacceptable

4. After a picnic you could not find the trash can close to your table, You left the picnic remains on the table and went to play volleyball.

Action OK | No Problem | Action Unacceptable

5. The car ashtray is full of cigarettes and gum wrappers. You dump the ashtray in the parking lot before taking off.

Action OK | No Problem | Action Unacceptable

6. You are backpacking in the beautiful Canadian Rockies, You are breaking camp and find your containers from your dinner the night before, You do not want to carry the extra weight, so you leave the wrappers at the site.

Action OK | No Problem | Action Unacceptable

7. While walking down the shopping mall, you finish your candy bar and drop the wrapper on the ground.

Action OK | No Problem | Action Unacceptable

LE 3.12

ROLE EXCHANGE TEST

After we leave. . . .	Who Maintains	Who Pays
1. Locker trash on the hall floor	_____	_____
2. Leftover lunch on table	_____	_____
3. Homeroom sheets on desk	_____	_____
4. Picnic trash left on table	_____	_____
5. Car ashtray in the street	_____	_____
6. Left papers at campsite	_____	_____
7. Candy wrapper on ground	_____	_____

QUESTIONS:

A. Who is the most adversely affected person? _____

B. Imagine yourself in the circumstances of that person._____

C. Imagine consequences of this action for this person._____

D. Accept or reject consequences. _____

E. Accept or reject value principle. _____

LE 3.12

UNIVERSAL CONSEQUENCE TEST

1. It is the end of the year and locker clean-up time. You throw all your locker contents on the floor and hurry home. A banana peel was hidden under the papers. As Mr. Jones walks down the hall to class, he slips.

   Universal Consequence

   1. What would be the consequences if everyone did this?

   2. Do you accept this consequence?

2. Lunch is over and as the bell rings you leave your tray and food leftovers on the table and rush to class. Sue comes in to eat her lunch and picks up your papers to throw them away, touching the glass--you have a bad cold and flu/virus.

   Universal Consequence

   1. What would be the consequences if everyone did this?

   2. Do you accept this consequence?

3. Homeroom information sheets were passed out. You read the information, but you were not interested. You leave the papers on the desk as you leave. The teacher picks them all up after the bell has rung.

   Universal Consequence

   1. What would be the consequences if everyone did this?

   2. Do you accept this consequence?

4. After a picnic you could not find the trash can close to your table. You left the picnic remains on the table and went to play volleyball. The ants and flies hover around the remains.

   Universal Consequence

   1. What would be the consequences if everyone did this?

   2. Do you accept this consequence?

5. The car ashtray is full of cigarettes and gum wrappers. You dump the ashtray in the parking lot before taking off.

   Universal Consequence

   1. What would be the consequences if everyone did this?

   2. Do you accept this consequence?

PERENNIAL PROBLEM	What To Do Regarding Creating A Living Environment
PRACTICAL PROBLEM	What Should I Do Regarding Near and Far Living Environments?
CONCERN/CONCEPT	Public Housing and Related Issues/Special Needs Housing

HOMEMAKING SKILLS

- Evaluate housing needs for special populations
- Utilize community programs

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Needs and concerns regarding contributing to quality housing in communities Types of concerns within the community related to quality housing of individuals with special needs	Brainstorm--Who lives in your community? Place on chalkboard (single, married, children, physically handicapped, mentally handicapped, elderly and others.) Define terms--handicapped, group home, and others. --What are the concerns of any organization involved? --What are the concerns of community members? --What are the concerns of parents? --What are the concerns of the individuals requiring the housing? Display newspaper articles describing problems of providing housing for special groups of people or relating to housing for special groups. Depending on the concerns within the local community, the specific problems may differ. Groups read the articles and determine the specific concerns within the articles. What should we do to provide special needs housing? Organize into chart form the problems in the newspaper articles and the different concerns. Interview individuals involved in the articles. Contact speakers from associations such as mental health, developmentally disabled, elderly, social service, parents of handicapped and handicapped. Fill in the chart the action presently under way. Are there alternatives being considered? What are the consequences?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Value characteristics of quality housing	Review Hierarchy of Human Needs and Erickson's Stages of Human Development. Determine how housing helps meet your needs and values, adding to life satisfaction. Identify factors contributing to quality of life for families in Family Housing Simulations. Which factors are necessary for human growth as opposed to "nice to have" (facilitating factors)? Which factors hinder human growth (debilitating)? Which factors can be met through housing alternatives?
PR	Individuals with special housing needs	Role play a family attempting to determine best housing for a 20-year-old mentally handicapped son. (Possible alternatives--institutions, own apartment, group home, parent's home, other.) Write each alternative on newsprint. Alternatives chosen have different consequences. Sometimes we choose alternatives without thinking about the consequences. --Write possible consequences on cards. --Groups match consequences with the alternative that may best fit (develop independence, friendship, homemaking skills, high financial costs, lonely, others). Debate--Sometimes consequences of alternatives do not help reach the valued end and goal. What is the goal of the family finding housing for son? What alternatives will help them reach the goal--which will not?
	Handicapped	Simulate several situations which illustrate the special needs of the elderly and the handicapped (move about in a wheelchair, walk around blindfolded, tie two or more fingers together or arm behind back and complete a simple task). Discuss the problems encountered and brainstorm ideas for making housing and its furnishings more functional in relation to the needs observed. Visit a home designed or altered for a handicapped family member. Observe and record ways in which special needs are met (layout and structure of the house, kitchen work space, storage areas, bathroom facilities, furniture arrangement). Share ideas gained in a class discussion.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Handicapped (continued)	Visit several structures in your local community and evaluate the extent to which each has provided for handicapped people. Communicate suggestions for improvement to appropriate individuals (the president of a local college, the principal of your school, the mayor of your city).
	Aged	Investigate and report on different types of housing available for the aged (nursing homes, adult-housing complexes, senior citizen-home additions). Discuss advantages and disadvantages of each for meeting individual and family needs. Visit a high-rise public housing project, low-income housing project, retirement community, orphanage or college dormitory. Interview residents and an administrator to learn about the design and function of the facility; the purpose, problems and policies of the facility; and the individual needs being met. Summarize what you learned.
	Identifying facts and value claims	To help separate values and value claims from facts or factual claims, use the Value Claim Chart to list facts discovered within your previously chosen newspaper article. For example, X organization purchased a home to be used for housing a small group of mentally retarded adults. --Factual claims are those that we can determine by observation or research and also by finding out the clear meaning of what is said. --Value claims are supported by factual claims and not just the result of whim, impulse. There is knowledge to make the value judgment.
	Characteristics of factual and value claims	<table><tr><th>VALUE CLAIM</th><th>FACTUAL CLAIM</th></tr><tr><td>1. Judgment about the worth of something 2. Think about positive and negative of something 3. Includes value terms</td><td>1. Statements can be decided T or F. 1. Observation, sensory 2. Clear about meaning of words</td></tr></table>
		Determine valued end for groups or individuals within the articles used.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Generalized learnings -Value claims -Factual claims	Reasons Assembly Chart.

Group homes help individuals adjust after leaving institution (value claim).

PROS	CONS

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Alternatives and consequences of alternatives in relation to situational factors and values	

FACTS	ORGANIZATION WILL PUT GROUP HOME IN NEIGHBORHOOD	COMMUNITY PROTESTS BOYCOTTS NEW NEIGHBOR	MEETING OF BOTH GROUPS
Consequences			
Situational factors			

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Examination of reasons to determine if legitimate and defensible through Value Principle Testing	Discuss values to be considered. Role Exchange Test. What if my sister or I needed a group home? --Identify the individuals most adversely affected. Role play self in the situation. --Decide to accept or reject the consequences for the most adversely affected person or group. --Decide to accept or reject the value statement.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Do Universal Consequence Test. What if everybody felt as the community members did? (If every person does not have a right to engage in a specific action, we conclude that no one has the right to engage in the action).
	Reflect action	How may we act on final decision (write letter to local paper, voting, volunteer, others)?
		How may we use the information discovered again?
		Do New Case Test. Are there similar situations that require similar thinking processes (homes for elderly, physically impaired, minorities, poor, historical preservation, use of land as one wishes.

PERENNIAL PROBLEM	What To Do Regarding Creating A Living Environment
PRACTICAL PROBLEM	What Should I Do Regarding Near and Far Living Environments?
CONCERN/CONCEPT	Public Housing and Related Issues/Technological Influences

HOMEMAKING SKILLS

- Analyze influence of technology and industry on housirg

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Technology	What is urbanization? What effect does urbanization have on you, your family, others? Are there enough natural resources to support urbanized environments? How does urbanization affect the occupations of people? Transportation systems? Business and industry? The food supply? How has technology affected housing in rural areas? Read a novel depicting life in different historical periods. List technological advances made since those time periods. Summarize the influences they have had on the nature and quality of living environments. Invite a panel of senior citizens to discuss how technological changes have influenced the nature and quality of personal living environments over time. Summarize what you learned. Examine current housing magazines and collect pictures illustrating new trends in housing and architecture. Identify those you feel will persist and those you feel will not. Study the effects of each on the environment and prepare a bulletin board displaying your findings. Invite an architect, a building contractor and a realtor to discuss current innovations, requirements, demands and trends in housing. Arrange for an environmentalist/ecologist to be present to point out the effects housing trends have had on the

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Technology (continued)	environment. Summarize by comparing opposing viewpoints evident during the discussion.
	Careers	Using resources, identify careers in housing. Given the technological changes likely in the housing industry, what new careers may emerge? IEE--Investigate a career in housing.
PROBLEM	Influence of industry and business on the family living environment	In small groups, choose a family from the Family Housing Simulations. Assign additional situational factors to each family. --All families have a member employed by AB industry. --AB industry is a major employer in the community. --AB industry needs to retool for it has been fined for environmental pollution and is considering a move to a southwestern state. What should your family do regarding the impact of the industry on your living environment? Determine the impact on your family in the following areas.

Impact of Industry	Alternative Actions for Family	Consequences of Alternatives
Education—tax base for schools and other services will be lowered		
Economic—community viability lessened; layoffs result in members spending less/homes difficult to sell or rent		
Health and Safety—pollutants are possibly dangerous to health		

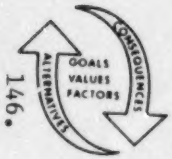
PROCESS SKILLS	CONCEPTS	STRATEGIES
		Gather information from Chamber of Commerce, Division of Vocational Education, Industrial Commission and other agencies within areas of government regarding the impact of industry on families, homes and local community.
	Factual information regarding the impact of business and industry Values related to decisions	Determine valued end of the family selected from Family Housing Simulations. --Identify implicit values --Identify values related to the individual consequences identified on the previous chart --Identify factual claims Develop Reasons Assembly Chart
		Business and industry within communities have influence upon the quality of living within the community (value judgment)
		Value Claims / Factual claim
	Action involves planning	Decide what is best to do for your "family." What effect would this have on your community? Determine what skills are necessary for action to follow through on the decision. Develop skills (meetings with management, owners, develop relocation plan, and others). Generalize to other situations.

PERENNIAL PROBLEM	What To Do Regarding Creating A Living Environment
PRACTICAL PROBLEM	What Should I Do Regarding Near and Far Living Environments?
CONCERN/CONCEPT	Public Housing and Related Issues/ Environmental Pollution

HOMEMAKING SKILLS

- Identify sources and solutions to environmental pollution problems

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Display newspaper articles dealing with the environment. Divide into two categories: those giving the viewpoint of environmental agencies and those giving the viewpoint of people or companies controlled by the agencies. Critique the articles using objectivity and accuracy of statements as criteria. Share information in class.
	Environmental issues	Define public policy issue (a question that involves a choice or decision action by citizens or official in affairs of government or community.) Note that many such issues relate to our own living environment.
		Read *My Environment and *Environmental Pollution to the class. Identify the environmental issues on the board. Save for later use.
	Values regarding environmental pollution	Identify values that relate to the issues and values in conflict in the readings (aesthetic, economic, environmental, health and safety, prudential, moral).
	Types of pollution -Waste disposal -Noise pollutants	Study the effects various waste disposal methods (garbage disposals, trash compactors, recycling public garbage collection) have on the environment. Debate which method of waste disposal is least destructive to the environment. Discuss the environmental impact of home product waste. Interview persons who live near noise pollutants (fire station, police station, busy highway) regarding the impact this noise has on one's family life. Share findings in class.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Types of pollutants	
	-Roadside advertising	Observe advertising along the roadways. Identify those types harmonious with the environment and those not. Make suggestions for improvement.
	-Transportation	Discuss the potential effects of alternative modes of transportation on the environment (buses, trains, motorcycles, bikes, hitchhiking, walking, car pools, taxi, subway). Identify those alternatives which have been or are utilized in your area. Suggest indicated changes.
		Articulate positions of the individuals or groups producing the pollution and the situational factors related to their position in each of the following. --The airport is in a convenient location for city dweller. Large planes fly in and out creating noise. --Neighbors are on vacation and do not know that garbage is littering their lawn. --A house is boarded up to prevent vandalism. The owner does not live nearby. --The house is the headquarters of a junk yard business. --An odor-producing plant moved into your area.
		In groups, develop alternative ways to solve one of the pollution concerns. Discuss the consequences. Invite speaker (Environmental Protection Agency, business, industry, others from your community) to discuss pollution standards, zoning information, health and safety requirements. Research data on types of pollution and the effect on individuals and government.
	Alternative actions and consequences of actions	In small groups, choose an environmental problem referred to in the story (or from your research regarding local concerns) and develop possible actions/consequences.

PROCESS SKILLS	CONCEPTS	STRATEGIES

Concern: What should we do regarding _____

Alternative actions taken	Impulsive or reasoned	Factual Claims	Value Claims	Consequences

Reasoned value judgment

Groups develop a value as a result of above and complete Reasons Assembly Chart.

Reasons Assembly Chart

Pollution interferes with quality living within the home environment (value judgment)		
Positive	Negative	Consequences

Evaluate the value judgment

As class, apply the Universal Consequence Test.

--What would be the consequence if everyone did _____?
--Do you accept this consequence _____?

Groups determine possible action steps to act upon their decisions regarding what to do.

--Contact neighbors --Letters to city hall, industry --Others

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR	Reflect upon action	Develop generalizations from group issue and determine the application of the generalization to the other group issues.
	Generalize to other situations	Gather newspapers and magazines. Determine other concerns that concern the local students living environment.
		As a class, develop a concern using practical reasoning in order to decide "what to do!"
		Brainstorm ideas for housing more and more people while preserving the environment. Study examples of architectural designs which could be used. Prepare a model of a design or combination of designs you feel would be appropriate for a given area. Share designs in class.
		FHA/HERO--Develop a display illustrating how young children can help to preserve the environment. Take the display to local elementary or nursery schools or local shopping centers and share with small children and their parents.
		FHA/HERO--Develop environmental awareness in the community by organizing a "clean sweep campaign" (collect cans, bottles or newspapers for a week; clean up or repair buildings/lots). Evaluate your efforts.

LE 3.23

MY ENVIRONMENT

Before beginning, turn on music (soft, peaceful instrumental) and ask the students to RELAX, CLOSE THEIR EYES AND TURN OFF THE LIGHTS IF POSSIBLE. Read the following slowly, with pauses.

It is springtime, with spring you think of green grass, flowers and trees starting to bud. You look forward to being outside and are saying good-bye to the cold dreary winter with the ice and snow. The walls around you are closing in on you--you are tired of looking at the old paint and furniture.

You are looking forward to opening your windows and letting the warm breeze come in. No one is home except you. You put on your favorite album and sit outside on the steps to peacefully listen to the music. The music is great but the smell you cannot identify--Oh, it's the smell of garbage next door that the dogs discovered and spread all over the neighbor's front yard --or--maybe it is the smell of the city dump--the wind is moving the smell in your direction.

Again, back to your thoughts, with eyes open, wishing for some green grass and flowers you see the boarded-up windows on the rundown house across the street with the rusting cars and car parts in the driveway. Closing your eyes, you hear the loud roar and realize that an airplane is getting ready to take off at the airport, a train is passing by on the nearby tracks, and a number of semi trucks are speeding down the freeway.

Disgusted, you go in the house, close the windows and door--now it is at least quiet and you hope peaceful.

ENVIRONMENTAL POLLUTION

(Shared public areas)

Travels to and through the school

Jack hurriedly grabbed his books and ran out the door to catch the bus. He could see the bus rounding the corner. He had to sprint to make it. As he ran, he slipped on some trash. The neighbors never cleaned up the yard and this was the night he was bringing his new friend home for dinner. As the bus door opened, he climbed the stairs and saw candy wrappers from the night before. Jim and Pete were in the back of the bus as usual throwing stuff out the bus window.

All of a sudden he was tired of it--tired of the trash around the house and tired of the guys on the bus throwing trash all over and tired of his home looking like the city dump. Jack sat down, feeling rather frustrated, oblivious to the noise around him for the remainder of the ride to school. When he got to school, he was feeling depressed and overwhelmed. What could he do to help? He was just one person. How could one person do anything alone?

The homeroom bell sounded just as he sat down. This was going to be a bad day, he could tell already. He looked around him and saw last month's school paper strewn on the floor and the teacher's desk looked like a wreck. Yesterday's dirty lunch dishes were still sitting there. "Doesn't all this trash bother anyone else?" I think I'm going to be sick, he thought, as he headed for the restroom. The restroom was just as bad; the custodians must not even know this room exists; the students had continued to write all over the wall; toilet paper and paper towels were thrown all over. How could he get away from all of it? What could he do about the TRASH!

PERENNIAL PROBLEM What To Do Regarding Creating A Living Environment

PRACTICAL PROBLEM What Should I Do Regarding Near and Far Living Environments?

CONCERN/CONCEPT Public Housing and Related Issues/ Crime Control and Safety

HOMEMAKING SKILLS

- Cancel deliveries before vacations or moves
- Consider safety factors in housing selection

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Show pictures of castles. (Find pictures in encyclopedia or travel posters.) Imagine the owner - How did he/she defend the castle during the medieval period? (Castles were built on the river and each castle owner was responsible for the defense of that portion of the river. The "moat" kept intruders from easy access to the castle. The castle protected or kept secure those inside the castle walls.)
	Security needs	Give examples of how housing meets each of these needs. --Security and safety needs are those related to the control that people feel over their lives and their environment - free from external threats. Even though we no longer live in castles, our homes serve the same purpose. --Housing provides a place to keep our possessions secure, and us safe from outside threats. --Housing also provides a safe, beautiful environment free from fumes, noise, heat and other hazards.
	Responsibility for safe environment	Discuss the following. --What could we do to keep our living environment safe? --Should we be responsible for others in our community? Determine values implicit in the responses. --What are the consequences if we are not responsible for others within our community? --What are the consequences if we assume responsibility for others within our community?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Factors influencing environmental safety	Brainstorm the kinds of things you could do to make your environment safe. --Neighborhood crime watches and alerts/neighbors looking for strange cars, noises, people. --Guardian Angels/organized patrols. --Home selection. --Neighborhood block watch/organize community members on the street for rotation of patroling duties - carrying a walkie talkie. --Citizens Crime Reporting Project (CCRP) - work closely with the police, trained/paid by government funds. --Police awareness packets/crime alert. --Individual and home precautions to deter crime. --Special precautions when leaving home on vacation. Invite resource person to speak to class. (Police officer to discuss crime prevention and safety, home security system representative.)
	Values and facts related to housing safety	In choosing a place to live, what values and factors affect your choice? --Safety (value) --Money (affordability) --Privacy --Fears of insecurity --Possessions you own --Children's safety --Others
	Safety measures	Share articles describing recent crimes in your neighborhood. What measures could the victims have taken to prevent the crime? Which type of crime control and safety would you feel comfortable with in your community? (Make a decision based on the information you have and your own values related to safety.) How would your participation in a crime control group affect you? What would be the benefits and disadvantages if all members of the community were involved in such groups?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Safety measures (Continued)	Do Universal Consequence Test. --What if no one wanted to get involved in a neighborhood or community watch program? --What if everyone ignored stranges noises? Cars? --What if everyone decided that such safety was the responsibility of the local police department alone?

PERENNIAL PROBLEM	What To Do Regarding Creating A Living Environment
PRACTICAL PROBLEM	What Should I Do Regarding Near and Far Living Environments?
CONCERN/CONCEPT	Public Housing and Related Issues/ Public Services and Facilities

HOMEMAKING SKILLS

- Utilize community programs that support the family

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM	Public housing services and facility issues	Distribute the following situations to small groups. --You are unemployed and alone. You have no money so you carry your possessions with you and sleep in the park, but winter is coming. --You are employed, but rent is high. You need help to be able to afford a small apartment for your family. --You want to buy a home. You have a steady job and enough money for a down payment, but loan rates are higher than you can manage. --Your current home is drafty and you need new storm windows. --Your home was destroyed by a tornado. You need help financially to fix up the remains. --Your older home needs some major repair. You do not have cash, but you could do alot of work yourself if you could get a little money. --The downtown area is full of older buildings in need of repair. Business is suffering because people are not visiting or shopping in the area. --You are on a fixed income and your heating bills have doubled. You need help in paying the bills. --You found the perfect home to rent. You find that the owners are unwilling to rent to minorities, single adults or families with children. --Your large shade tree appears to be dying. You are not sure what to do about it.
	Alternatives to concerns regarding public housing issues	For each situation, determine the information necessary for the following chart.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Alternatives to concerns regarding public housing issues (Continued)	

INDIVIDUAL CONCERN	GOAL	RESTRAINING FACTORS	ALTERNATIVES	CONSEQUENCES

Groups share situation, alternatives, consequences and decision -- What to do?
As a class apply Universal Consequence Test.

--What if everyone did it?
--What additional information would be helpful?
--What are sources of additional information?

Public services

Read *A Day In The Life Of Sammie to the class.

Brainstorm the services contributing to Sammie's living environment that are provided by others. Determine who provides such services.

--Which of these are important to your community?
--How might these be provided for differently in cities, small towns or rural areas?

Imagine that these services were not provided. How would the story change? Rewrite the story.

In small groups, investigate the following services--nature of the service, who and where provided, source of financing (individual and business property taxes, sales taxes, private contributions, self-sustaining).

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Public services (Continued)	--Urban planning --Water safety --Sewage treatment --Highway repair/building --Public transportation --Education/cultural --Tree service --Sanitation --Building maintenance and codes --Historical preservation --Animal and pest control --Mental health centers --Hospitals --Pollution control --Utility control --Others If there were no industries or businesses in your community, what services might be affected?
	Housing legislation	Search for major legislative acts, agencies and programs that have affected housing. (FHA, VA, HUD, Housing Weatherization, Energy Assistance.)
	Low income housing	Invite a speaker from HUD (Housing and Urban Development) and/or the Urban League. How do they assist the community in: --Community organization? --Housing? --Education? --Social welfare? --Employment and training?
	Private and government agencies concerned with housing quality	Using a telephone directory, make a list of private and government agencies concerned with housing issues. In pairs or as individuals, contact private and government agencies to determine: --How each agency serves housing needs of people. --Who each agency serves. --Major housing issues of concern at present time and what is being done to resolve the issue. --Other agencies with whom they work/cooperate. Share findings with class for handbook or bulletin board.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Career options	Investigate careers involved in providing the above mentioned public services. Determine skills needed for each career option.
	Planning	View slides depicting housing problems caused by a lack of planning (highly congested or declining areas of concentration, central city dwellings, suburbs and small towns that have not been planned, rural areas being developed without plans). Summarize and describe the role of planning as a means of alleviating some of the problems.
PR	Reflection	After checking with the local city planning office to determine the projected city growth for the next ten years, develop an overall plan for meeting the growth needs while preserving the environment. In small groups, develop separate plans illustrating the nature of the facilities which will be needed (shopping centers, schools, libraries, recreation centers, housing for the elderly, multi-family units). Share your work and relate to the overall plan.

LE 3.25

A DAY IN THE LIFE OF SAMMIE

Sammie is preparing to go to school. Sammie lives in a very old home, one of the original homes in the area. Much work is being done in the area and Sammie plans to attend the meeting of the local historical community meeting tonight. There are many plans to fund the preservation of some of the older homes and some of the old businesses will be torn down so that urban renewal can take place. Parks are desired within the neighborhood, but the residents also want to preserve the historical elements within the area. Sammie drinks a glass of water while listening to the planes fly over and the garbage trucks coming down the street. The buzzing sound Sammie hears is from the tree service cutting down a dead tree near the street. Sammie scratches her mosquito bites. Thank goodness that the area will be sprayed for mosquitoes today. They will also be spraying the area for ticks soon. Many of the dogs in the area, some of whom run in packs, have been spreading the ticks. The family in the house across the street is repairing their home and adding an extra bathroom and a new wood burning fireplace. Last night in the process of cutting wood, the mother cut her finger and had to be rushed to the emergency room of the hospital. Sammie plans to visit her after school today and before the counseling appointment at the local mental health center. Sammie has just begun sessions at the mental health center in an attempt to better deal with the stress found within life. Sammie is ready to leave for school and notices that the pothole in the middle of the street is being repaired. That is good news, for the car wheels have found that pothole many times since winter and Sammie has been concerned. Sammie is off for the day. Enjoy it Sammie!

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